LDC Program Review – Annual Discipline Update for 2021-2022
PART A

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **Adult Basic Education**

Disciplines included in this SAC: ABE

SAC Chair(s): Esther Loanzon, Amy Boehnke (co-chair)

Faculty Department Chair(s): Amy Boehnke, Patty Hawkins, Juliet Pursell, Laurel Spillum

Program Dean/SAC Administrative Liaison: Laura Horani

Pathway Dean: Jeremy Estrella

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB
Other: **Coffee Creek Correctional Facility, Forest Grove High School, OMIC**

SECTION 2: REFLECTING ON DATA

The Adult Basic Education (ABE) SAC selected the following three years, 2018-19, 2019-20, and 2020-21, to analyze in this report. In the academic year 2018-19, ABE enrollment showed a collective 374.7 SFTE. In the year 2019-20, enrollment dipped to 317.2 (or a loss of 15%). At the onset of the pandemic, collegewide enrollment demonstrated a steep decline in 2020-21 compared to 2018-19 and 2019-20. In 2020-21, the ABE SFTE was 313.0, which was a slight decrease from 2019-2020.

ABE classes are taught at the four campuses across the district: Cascade, Rock Creek, Southeast, and Sylvania. ABE also offers classes at WCC, OMIC, Forest Grove, and tutoring at Metro.

The following can be gleaned from the data presented from 2018 until 2021:
- Strong enrollment numbers were maintained in the advanced Math and Reading and Writing classes (0787 and 0791) while Intermediate Reading and Writing classes (0790) together with beginning Math classes (0782) were lower collegewide. There were not as many sections offered for 0790 and 0782.
- The Science and Social Studies classes also had a lower FTE. Usually only two sections a term across the district are offered for 0792 and 0793. Over the three year period, the FTE increased overall in both classes.
- In the academic year of 2020-21, ABE enrollment showed a decrease except for Cascade Campus which increased from 70.3 SFTE to 82.6 SFTE. Southeast Campus went from 185.6 SFTE to 126.7 SFTE over three years.
- Enrollment at Sylvania ranged from 53.4 SFTE to 39.1 SFTE over the three academic years. Rock Creek's SFTE ranged from 65.7 to 64.6 in the same time period.
- Students currently have access to three options to enroll in ABE classes: remote, online, and a few in-person classes. The three modalities presented to students appear to have broken down barriers, such as geographic location, class schedule, and teaching modality.
- The ability and capacity of students to adapt to the remote learning setting continues to affect ABE enrollment.

2A1. Does this data suggest any questions that the SAC would like to pursue?

The question of how ABE can attract and retain more students continues to persist. With the ongoing pandemic, it is hard to say how many more students we would be able to serve if we had more in-person options. This is not viable as long as it continues to be unsafe. Typically during an economic downturn, the enrollment in ABE increases. Since this is such an unusual time, we haven't seen that same pattern.

On the other hand, we have learned that some students enjoy the flexibility of different class modalities. It makes it easier to be at home and to work around work schedules. The remote classes are recorded so that students can view them later.

Thoughtful planning and offering a wide array of class scheduling options to students allows them greater latitude in choosing and enrolling in ABE classes. For example, a student registered for a Reading and Writing class on a Tuesday and Thursday can also attend Math classes on the same day. This schedule flexibility gives students an opportunity to use their free time from school to work, seek employment, and/or to attend to their other responsibilities, such as being a parent or a caregiver to other members of the family.

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

Ideas/Strategies/Adjustments:
- Schedule flexibility provided an impetus to attract students to enroll in our ABE classes. For fall term 2021, the ABE Department introduced in-person teaching on three of the campuses in strong collaboration with one of its partner programs (Yes to College).
- Realizing the effectiveness of providing in-person teaching, a future strategy would be to offer additional in-person classes on a staggered basis. Looking at campuses with the most positive turnout in attendance and retention numbers of students will be helpful in making more informed decisions.
- Give students what they need: access to classes via a lenient Economic Tuition Waiver, availability and greater accessibility to grant funds, securement of digital devices and Wi-Fi connectivity and flexible class schedules.
- Understand student life needs: fundamental needs, such as food and shelter, roles in society, making students more employable and able to transfer skills and teacher life needs: more time to prepare for classes and ability to access financial resources.
- Employ stronger ways of marketing strategies to maintain robust enrollment in all ABE courses.
- Create a more thoughtful way of promoting and recruiting students for low-level classes (0782 and 0790) leading to successful retention.
- Conduct a unified Orientation and Placement session by ABE Navigators for students to get the same information about ABE classes and policies.
- Successful hiring of 2 MYCs (one for the Spanish GED Program and one for ABE classes taught in English) for fall term 2021.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

The ABE department would like to continue to seek data on the following culled from our 2019-20 Annual Program Update report:
- Ratio of FT vs. PT student enrollment status.

- Household composition: two-parent vs. single-parent, foster home, group home, etc.
- Gather data on the Spanish GED Program (enrollment and completers) as a step towards inclusivity and equity.
- Access to data from the Math SAC and Reading and Writing (English) SAC to help us improve our CCOGs.
- Data on how many students use the ABE Economic Fee Waiver, emergency grant money from the PCC Foundation, and/or emergency grant money from the state.
- Comprehensive data on GED completers including Yes to College students, Spanish GED students, and other students (non-Yes to College and non-Spanish GED students).

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

The ABE department is aware of the realistic tension among factors such as geographical location and demographics to sustain enrollment. Remote operations pose a huge downside, which is the lack of access to digital devices (laptops and tablets or having more than just a phone) and reliable Wi-Fi connectivity. The surprising upside of remote operations includes increased student engagement, increased retention, consistent class attendance, and positive interaction with their teachers and classmates, even if their video is off, and doing their classwork regularly.

Societal, economic, and environmental factors such as labor trends, the pandemic and access to digital devices and connectivity issues are external influences that affect ABE enrollment. Students enroll, attend class, and sometimes drop out due to employment opportunities and/or personal issues that confront them. Our diverse population is greatly affected by any economic upturn or downturn.

The ABE program is guided by state and federal requirements, such as CASAS accountability and the GED National Testing Service.

PCC policies for admissions and registering for classes directly affect our students. There are some policies that provide access to student success, while some appear to impose unnecessary barriers for our students. One of those policies, which is new, is requiring ABE students to do an online orientation before receiving a PCC email account. This needlessly puts a barrier in front of ABE students.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% \ S = \frac{\textit{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\quad}$$

Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Classes with a higher pass rate: Both of the Math classes, Foundations of Math 1 (0782) and Foundations of Math 2 (0787), had high pass rates, especially Math 2 (75.8% to 94.2%). Intermediate Integrated Reading and Writing (0790) and Advanced Integrated Reading and Writing also had good pass rates, but they did decline from 2018-19 to 2020-21.

Classes with a lower pass rate: The ABE Science class (0793) had a lower success rate in both 2019-20 and 2020-21 (50% and 53.8%). This course had a higher pass rate in 2018-19 when the class was taught in person, but it was also a smaller enrollment number.

The other class with a lower pass rate was the Social Studies class (0792). It ranged from 63.5% to 88.2% over the three years. This might be because the Science and Social Studies classes are offered as supplementary classes to the core subjects of Math and Reading and Writing.

The total success rate decreased from 94.8% to 72% over the last three years. This likely has a lot to do with the pandemic and the move to remote learning.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

For online classes, Foundations of Math 2 (0787) and Advanced Integrated Reading and Writing (0791) were offered. In 2018-19, Foundations of Math 2 (0787) had the highest success rate at 78.1%. That dipped down to 38.9% in 2020-21. The success rate of Advanced Integrated Reading and Writing (0791) was at around 63-67% over the three year period.

For onsite classes, the Science class (0793), Advanced Integrated Reading and Writing (0791), Foundations of Math 2 (0787), Foundations of Math 1 (0782), and Intermediate Reading and Writing (0782) all had high success rates. The Social Studies class (0792) had the lowest success rate at 67.6%. One year of Science class (0793), 2019-20, also had a low success rate at 53.8%.

For remote classes, Fundamentals of Math 2 (0787) had higher pass rates, as did Advanced Integrated Reading and Writing (0791). Science class (0793) had the lowest pass rate at 50%. Fundamentals of Math 1, Social Studies, and Intermediate Reading Writing had pass rates that ranged from 64 to 68%.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We have utilized many strategies to maintain high success rates:
- Teachers continue to create a warm and welcoming environment for students supported by our trauma informed curriculum and culturally responsive pedagogy.
- The Navigators' onboarding process introduces the students to college and places them in the appropriate classes.
- Our classes focus on addressing students' goals, learning styles, and content relevant to their lives.
- Students receive solid and ongoing support from their Yes to College Coaches and Navigators.
- Teachers take advantage of ongoing professional development at the college.
- The department does regular reflection and professional development.
- There is a strong focus on academic non-credit work that prepares students to pass the GED, if that is their goal, and continue on to college.

Some lessons learned:
- We should continue to support students and their success in their core Math and Reading and Writing classes.
- Looking at the lower success rates, it seems like we could do more to bolster success in the Science class. Science seemed to have a better success rate when offered in person, so perhaps this is a class we could offer in-person when we eventually go back to campus.
- The active involvement of Navigators provides great support to students and faculty.

Possible actions to take:
- Facilitate the process of Fundamentals of Math 1, Social Studies, and Science becoming official online classes, so that students have a range of modalities to choose from.
- Collaborate with the Math SAC to continue to learn more about how to effectively prepare pre- and current Math 20 students for transition to college Math.

- Collaborate and connect with Disability Services. We are exploring a potential ABE YESS committee recommendation to have specific DS Counselors assigned to our entry level Math and Reading and Writing courses.
- Continue with trauma informed and culturally responsive teaching training to ensure that our teaching is effective and reflective--with an approach of ongoing and continual improvement in teaching and learning.
- Focus on belonging by creating inclusive syllabi, detailed course pages, and Web Easy pages for all teachers.
- Provide ways to hear directly from our students about their experiences in our classes--including, but not limited to, the course evaluations.
- Continue with ABE Remote Gatherings for ABE staff and faculty to come together informally on a regular basis to share ideas, address concerns and challenges, collaborate, and support each other.
- Look at how we offer our courses, especially as we move back to campus instruction: blended (hybrid), face to face (F2F), remote with synchronous instruction, and online. We created a survey for students to tell us the modalities and times that would serve their needs best. This information will build on our previous student survey regarding their experiences with remote instruction.
- As we move to a one-college model, we will examine how we offer classes as a district. We have already begun this work as we scheduled classes this year to better ensure student options, choice, and adequate enrollment.
- Continue to collaborate with our Campus ABS Navigators and Yes to College Coaches to support students who may be struggling--consistent access to resources, support, career exploration, transition, and next steps: creating intentional systems and practices that are consistent in ABE across the district. We are looking at assigning an ABS Navigator to our online courses so that those students get the same level of support as our face to face courses.
- Continue with remote ABE tutoring for students. During normal operations, we have robust tutoring options for our students, which help their success and goal completion. We are working to increase our students' access and utilization of tutoring.
- Hire a tutor for Spanish GED Math and Reading and Writing.
- We are working to create a more intentional, standardized process for working with Career Pathways and ABE--this is another potential ABE YESS committee recommendation, as we know that students' motivation and success rates improve when they have attainable goals with adequate wraparound support.
- Ensure that all faculty have access to quality ongoing professional development to increase teaching effectiveness and promote life-long learning and improvement.
- We created an ABE SAC D2L repository and an ABE Trauma Informed and Culturally Responsive ABE D2L repository to share curriculum, best practices, access to resources, etc., and we continue to collaborate and find ways to utilize these to support and help each other.

A realistic one year goal: Examine and reform the math curriculum. See Learning Assessment section.

Enrollment and % Passing By Course and Student Demographics
SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Inequities:

2018-2019
<u>Native American students</u>
Native American students have a lower success rate than the overall average and lower than other races in Foundations of Math 1 (ABE 0782).

<u>Black students</u>
Black students have a lower success rate than the overall average and lower than other races in Advanced Integrated Reading and Writing (ABE 0791).

2019-2020
<u>Native American students</u>
Native American students have a lower success rate than the overall average and lower than other races in Foundations of Math 2 (ABE 0787).

<u>Black students</u>
Black students have a lower success rate than the overall average and lower than other races in Intermediate Reading and Writing (ABE 0790).

Black students have a lower success rate in all of the ABE classes except Social Studies (ABE 0792) when compared to the overall average.

<u>Female students</u>
Female students have a lower success rate than the overall average and lower than male students in Science for GED and College Prep (ABE 0793). However, we question whether this difference is statistically significant because of the female to male enrollment. It was a brand new course in 2019-2020.

2020-2021
<u>Native American students</u>
Native American students have a lower success rate than the overall average and lower than other races in Foundations of Math 1 (ABE 0782).

<u>Black students</u>
Black students have a lower success rate in all of the ABE classes except Science (ABE 0793) when compared to the overall average.

<u>Female students</u>
Female students have a lower success rate than the overall average and lower than male students in Science for GED and College Prep (ABE 0793).

Pell eligibility is not a measure ABE closely looks at because many ABE students are not eligible for financial aid because ABE is an academic non-credit program.

To summarize the inequalities based on data, ABE is not successfully serving Black students, Native American students, and female students as well as it is serving other students. Black students seem particularly underserved in Math related courses, and female students seem particularly impacted in the Science course.

Some of the inequality trends seen in the ABE Program over the last 3 years are trends that are often seen in the system of education. ABE will continue to explore the meaning of a white supremacist, male-dominated educational system and how to break that system. The educational system, as it stands now, consistently benefits white and male people. ABE will continue to work on breaking that cycle of continued supremacy of the dominant culture by engaging in meaningful professional development activities. These include continued work in creating a more trauma-informed pedagogy and exploring ways to include other cultures and other cultures' experiences in ABE classrooms.

More specifically, ABE will be reviewing the content and outcomes in ABE 0782: Foundations of Math 1 and ABE 0787: Foundations of Math 2 in order to create a learning environment that better meets the needs of the diverse student populations. The goal would be to increase the success rates of Black and Native American students.

<u>Enrollment</u>
Over the 3 years of data, the lowest enrolled students in the ABE Program are Black students, Native American students and Native Hawaiian or Other Pacific Islander students. Some of the reasons for this enrollment trend is because it is similar to the population of this area. However, there is still room for targeted recruitment and retention strategies for these students. This could be done in a different way than it was done in the past, so that we reach a broader and more diverse audience.

Another area of inequity that exists in the ABE Program, but is not revealed in the data, is the disparity of resources when ABE courses taught in Spanish are compared to ABE courses taught in English. The Spanish GED Program has some of the highest enrolled classes, but it has the fewest number of sections and does not have a full-time faculty person. Also, ABE tutoring is offered in English, but tutoring is not offered in Spanish. With such a thriving program,

this is an egregious inequity. We want to retain and transition the graduates of the Spanish GED Program, just as we do with English speaking students.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

We need support around professional development in order to fully explore inequities in enrollment and student success. We need in-house professional development opportunities for faculty and staff to engage in trauma-informed and anti-racist pedagogy and practice. In order to create equity between full-time and part-time faculty, it is essential for part-time faculty to be paid for their professional development. Also, continued support from administrators for both full and part-time faculty to participate in professional development activities outside of the college is essential.

More time for faculty to interact and collaborate is essential. Another means of support could be advocating for a Winter term SAC Inservice. SAC Inservices are an invaluable time for faculty to spend time talking about teaching and learning, what's working and what is not working. Having another full day to do this during winter term would be extremely beneficial in reaching our goal of a more equitable classroom.

Another area in which ABE could use support in addressing the inequities in enrollment is through marketing. Marketing for the ABE Program would be wonderfully helpful, but also doing targeted marketing, so that it reaches a broader more diverse demographic, would be essential.

Progress on the inequities in the program could be made with the addition of five full-time Navigators assigned solely to ABE. The Navigator role is instrumental in assisting with the recruitment and retention of all students in the program. Navigators directly impact student success and enrollment because they serve, alongside faculty, as the main resource for students. ABE students come to the college with many competing priorities and barriers. Navigators serve as an essential resource to assist ABE students with staying in school and completing their educational goals.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?
(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).

We will assess the following outcome: Analyze questions or problems that impact the community and/or environment using quantitative information. (From PCC Gen Ed: Quantitative Reasoning)

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

ABE 0782 Foundations of Math 1
ABE 0787 Foundations of Math 2

After reviewing the disparity in outcome among different identity groups in our Program Review data, we decided to focus on our Math courses this year. Students who identify as Black or Native American have lower success rates in our Math classes, so we want to target assessment to improve teaching and learning in this area.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

- Select Math sections will implement a culturally responsive and trauma informed lesson plan in **measures of central tendency** (mean, median, and mode). We plan to start with a few sections and expand to more sections and instructors in future terms.
- A learning assessment sub-committee of the Math faculty will choose a lesson from this organization: radicalmath.org. Here is an example lesson: Average Wages.
- Our focus will also be on culturally responsive and trauma informed pre and post assessment. For example, we will offer multiple modalities for students to show what they know and what they have learned, such as a choice of either written or verbal pre and post assessments.
- We will create a rubric that identifies for instructors what students know and can do.
- A goal of the project is to help both instructors and students assess and grow mathematical thinking rather than just focusing on measuring computation.
- We have a larger goal as an ABE SAC to improve and revise our math curriculum to be more culturally responsive and trauma informed, with the goal of improving outcomes for Native American and Black students, as well as all student identities.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: We commend the SAC for being flexible during COVID! It is great to see the SAC focused on student feedback on the remote teaching and learning experience. The reviewers hope the SAC will carry out the plan to share what has been learned widely with colleagues at the college.

Suggestions: The reviewers encourage the SAC to consider disaggregating the data in order to look for patterns and identify how to best address student needs. For example, look for numbers/percentages of consensus for themes observed. What number of students need more help with technical difficulties? Is this something to be addressed at the SAC level or district level?

Question: The survey provides students an opportunity to share what's working well for them and what's challenging about the remote teaching environment, but it doesn't look at student work produced in ABE courses. How can the SAC use the survey results to inform changes to teaching and improve student learning outcomes? Importantly, what learning outcome will the SAC focus on next year?

SAC Response:

For example, look for numbers/percentages of consensus for themes observed. What number of students need more help with technical difficulties? Is this something to be addressed at the SAC level or district level?

Based on the results of the survey, we learned that many ABE students are accessing the remote classroom with their phones, sometimes have difficulty accessing Wi-Fi, and are often sharing their devices with others in their household. As we move from fully remote, and expand our classroom modalities, it will be essential for the department to continue addressing the technology gap for ABE students. It will be important for both faculty and navigators to be aware of resources for students who are experiencing a technology gap even beyond the pandemic as modalities expand. Our hope is that PCC as an educational institution focused on equity and success of all students, continues to support students with technology gaps beyond the pandemic.

The survey provides students an opportunity to share what's working well for them and what's challenging about the remote teaching environment, but it doesn't look at student work produced in ABE courses. How can the SAC use the survey results to inform changes to teaching and improve student learning outcomes? Importantly, what learning outcome will the SAC focus on next year?

Prior to the pandemic, ABE was historically almost exclusively in-person. One of the largest points of learning from the survey is that the students want ABE classes in various modalities. This directly informed changes around how ABE classes are being offered. As we transition from completely remote, ABE will continue its professional development efforts to inform pedagogy and practice that best supports the various modalities.

Another conclusion based on the survey is that although ABE students would be better served in various modalities, they often have difficulty accessing reliable technology, and often students were not aware of the PCC processes for accessing technology (e.g. Technology Needs Form). This directly impacts the classroom because it brings to light that discussions about resources need to happen often from faculty in the ABE courses. An increase in the number of Navigators would be extremely helpful with this goal as well.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

- There are many success stories of students who have acquired their GED Certificate during the pandemic.
- Successfully developing and offering remote classes in Math (2 levels), Reading and Writing (2 levels), Social Studies, and Science.
- Successful in-person classes with consistent attendance.
- Increased student engagement.
- Ability to address skills gaps related to technology, that is, students as well as teachers' capacity to navigate D2L/Brightspace, Zoom, Google Meet and other software programs related to teaching and learning in a short period of time.
- ABE Faculty Gatherings that allowed instructors to share creative lesson ideas, technology, learning sites, and knowledge about professional development opportunities and materials.
- Offering in-person tutoring after Math classes (pre-pandemic).
- Faculty providing new, comprehensive courses each term.

4B. Are there any challenges not described above that you would like to note here?

- Campus testing centers are still offering very limited GED testing opportunities (only by appointment at Cascade and Willow Creek).
- The new online GED testing option created barriers for many students as the requirements were so specific (and unrealistic in many cases) in regard to equipment and environment.
- Availability and access to reliable digital devices and Wi-Fi connectivity for students which poses a major barrier in continuing with their studies.
- CASAS testing is difficult to do in a remote setting and is a barrier because they are too long.
- Absence of volunteer tutoring during remote operations.
- Occasional IT challenges (as they are not on campus) for in-person classes.
- Access to certain areas of campus is limited.
- Classes, especially the Reading and Writing classes, need new preparations each term because students repeat the same classes.
- When courses moved to remote, the materials still had to be fresh each term, which added another layer of complexity as pre-teaching the technology to teach the Reading and Writing skills is often not realistic, so all materials need to suit students' skills prior to time of use.
- Many students have low technology skills.

4C. Do you see any opportunities in the near or long term that you would like to share?

- Mixture of remote, blended (hybrid), in-person, and fully online class options that meet the needs of a broader array of students.
- Students gaining more confidence in accessing remote classes using digital devices available to them.
- Provide campus specific advisors to ABE students to assist in successful transition to college or enhance the current roles of the ABS Navigators.
- Opportunity to partner with PCC Library in its Northstar pilot project.