

# 05 Santa Cruz | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

- Continue to develop a working partnership among the four Consortium members that is defined as cohesive, collaborative, and cooperative and with a focus on student success.
- Continue to expand community awareness of adult education system opportunities for academic and career advancement.
- Continue to provide support and guidance to our Program Director who will serve as staff to the Consortium.
- Restructure the Steering Committee looking at best practices to work through the recommended distribution of the Consortium funds among the four members, continue the development and implementation of work plans, and provide coordination between the members involved.
- Develop and implement a data dashboard with a standard set of metrics for state reporting and for consortium needs (measuring improvement in enrollment, literacy skills, gainful employment, etc).
- Develop a plan to expand adult education services in the Santa Cruz area with a special focus on underserved areas such as the San Lorenzo Valley in North County; strengthen partnerships with CBOs and explore unique/new access points in existing service areas.
- Align CTE, basic skills, and ESL pathways across our member institutions and expand ESL course offerings, including bridge classes, to meet community needs and help students transition to the postsecondary institution or workplace.
- Evaluate the effectiveness of the FY17-18 direct funding model option for our consortium and seek to implement an effective fiscal model for FY18-19.
- Implement professional development activities centered on adult learning theory, CASAS assessment, technology application, and other best practices in adult learning.
- Continue to articulate pathways in ESL, Basic Skills and CTE and facilitate improved communication & coordination among counselors/advisors of different consortium members.
- Development of a comprehensive outreach & counseling plan for adult learners for transitional pathways to post-secondary institution or gainful employment.
- Evaluate sustainability models for adult education system in terms of maintaining and expanding classes and services.



## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Lack of awareness of regional adult system; need for integrated information regarding programming, outreach, community awareness and counseling/advising. Need to address equity gaps for adults in terms of education and employment.	Conclusions of Steering Committee members from interacting with key agencies, students, and community members. Also identified at a board retreat in May 2017.	Surveying increased awareness of GOAL and AE initiatives; increased # of students enrolled in aligned pathways (ESL, CTE); increased knowledge of on and off-ramps between education and career pathways; consistency of messaging through marketing by all consortia members; at least one collaborative (AE/CC) community event promoting educational opportunities (education fair) for adults and bridges to CC and employment. Evidence of closing equity gaps in terms of increased rates of AE certificates and CC certificates/ degrees, increased job placement #s, and higher wages among underserved adults; evidence of increased throughput of students coming from AE and attaining key benchmarks at CC such as successful noncredit course/sequence completion, basic skills sequence completion, success in transfer level course, etc.
Need to expand Adult Education (AE) services for HS equivalency in San Lorenzo Valley & under-represented areas in North County.	Identified potential students and lack of services in the North County; identify dropout rates for adults in North County (SLVHS, SVHS).	Perform additional data analysis and work with community based organization (CBOs), family resource centers, and other adult serving organizations to research and better define needs of north county; create documentation of plan for next steps.
There is need for more coordination among counseling personnel of consortium members in terms of guidance and pathways.	Our consortium has not offered opportunities for counselors to meet on a regular basis and to develop common messaging, tools and materials.	No. of students in aligned advising; # of articulation agreements; at least one collaborative (AE/CC) knowledge of bridge programs and articulation.
Need for integrated student data tracking system; data analysis of pathways.	The AE system is independent of the college system and not yet linked to employment data. There is no common identifier and while we can manually trade data and match files, this is not integrated or automated.	Having a unique, consistent identifier for students (waiting on a state solution); having a system solution that contains info from both Cabrillo and adult ed.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
<p>Need for enhanced professional development (PD) around adult learning theory (ALT), and other best practices in adult learning and technology application, and refresh for Adult Education (AE) certificated teachers.</p> <p>#6 Need to address equity gaps for adults in terms of education and employment.</p>	<p>Conclusions of Board and Steering Committee members from interacting with faculty, teachers and staff. This was also identified from results of professional development survey conducted in early Spring 2017.</p> <p>#6 This was identified by the AEBG Board at their retreat in May 2017</p>	<p>Attendance at joint professional development (PD) events in best practices in adult learning and effective instructional strategies such as visible learning strategies; demonstrated knowledge and application of PD; incorporating ALT into PD options at CC under Guided Pathways (GP) initiative.</p> <p>#6 Evidence of closing equity gaps in terms of increased rates of AE certificates and CC certificates/degrees, increased job placement #'s, and higher wages among underserved adults; evidence of increased throughput of students coming from AE and attaining key benchmarks at CC such as successful noncredit course/sequence completion, basic skills sequence completion, success in transfer level course, etc</p>

GAPS IN SERVICE

**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Continue to articulate pathways in ESL, Basic Skills, and CTE and facilitate improved communication among counselors/advisors of different consortium members including the development of a comprehensive outreach and counseling plan for adult learners.

Continue to increase awareness of adult training and education opportunities (GOAL), generate increased enrollment among consortium members, and hold education faire to further promote educational opportunities.

Seek to create a plan for expanded services in North County area of Santa Cruz County (San Lorenzo Valley and other underserved areas) for the FY17-18 and FY18-19 years due to lack of access in ABE/ASE and HS equivalency services.

Research equity gaps among adult population groups that we are trying to serve in order to provide insight on priorities for FY18-19.

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
a. Continue to map pathways, inform stakeholders and students.	3 - Somewhat implemented	Lack of full-time consortium director to lead comprehensive pathway mapping effort between consortium members.	Continue to map pathways among consortium members, and increase communication /coordination among counselors for improved guidance.	Increased financial resources to fund time and effort for coordination and pathway development
b. Continue to identify and provide resources to staff responsible for updating Pathways.	3 - Somewhat implemented	While consortium staff surveyed for resource identification and implemented a bridge class for Health Pathway, lack of full-time director prevented more comprehensive work in updating pathways.	Facilitate greater collaboration and increased communication between faculty and teachers of different members to work on greater alignment of ESL/ BS/ CTE pathways.	Increased financial resources by state.
c. Continue the integration of updating pathways by collaborating with stakeholders: continue and implement the instructional planning processes.	4 - Mostly implemented	Challenge of coordinating efforts with industry and educational stakeholders, and making that connection with post-secondary.	Increase cross representation on AE community councils and CTE advisory councils.	Increased financial resources

### For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Align academic and social support for adult educational system, including increased alignment of assessment, placement and counseling guidance among consortium members.

Implement a more integrated student data tracking system between consortium member's systems.

## Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
a. Continue to utilize labor market information, dialogue with employers, and surveys of students to identify a CTE pathway in which classes/courses can be offered using contextualized language and job skills instruction.	3 - Somewhat implemented	Challenge to find instructors to implement needed courses.	Need to explore Integrated Basic Education & Skills Training (I-BEST) teaching program or other best practice for consideration in planned bridge classes.	Need additional financial resources to fund the additional training.
b. Offer regional professional development in Adult Learning Theory to Faculty, Classified Staff, and Administrators across all member institutions	2 - Mostly not implemented	Lack of full-time consortium director to lead such an effort.	Currently in planning stages to implement regional PD in adult learning theory in the Fall for members;	Need additional financial resources to fund the additional training; examples of best practices from other consortiums in terms of regional PD.

### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Work with Cabrillo's Basic Skills and Student Outcome Transformation (BSSOT) initiative to put basic skills into the context of student's career path (contextualized learning such as the English Acceleration Project), and to integrate student support into targeted basic skills classes so they make progress towards goals & career path.

Explore the implementation of Individualized Academic/Career Plan (IAP) that is aligned with current county programs.

Increase the number of noncredit course offerings to accelerate students' progress through basic skills sequences.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
a. Practices in basic and secondary skills that build 'college readiness' skills	4 - Mostly implemented	Challenge with time to review and collaborate College and Career Readiness Standards (C&CRS) and discuss implementation.	Continue to work with Outreach and Technical Assistance Network (OTAN) to implement best C&CRS practices into basic skills classes; engage Cabrillo faculty to participate.	Additional financial resources
b. Team building, critical thinking, problem solving, study skills, soft skills, and career assessment	3 - Somewhat implemented	Challenge to find time to structure the courses to incorporate these topics.	Continue to identify ways to further coordinate around adult student's exposure to soft skill development and career exposure/assessment.	Additional financial resources and technical assistance.
c. Technology use and integration to enhance and expand technology instruction	4 - Mostly implemented	Challenge to keep the technology updated.	Continue to provide up-to-date technology instruction.	Additional financial resources
d. New models and instructional strategies for contextualized and/or accelerated teaching and learning.	2 - Mostly not implemented	Lack of time to plan for professional development in this area.	Continue to explore new innovative methods (ex. Visible Learning) and consider visits to locations that are implementing accelerated teaching.	Additional financial resources

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Continue to provide professional development to faculty/teachers, staff around CASAS assessment.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
a. Exploring, outreaching, and expanding partnerships with other outside Adult Education focused entities.	3 - Somewhat implemented	Lack of full-time consortium director prevented more work in this area to engage community based organizations (CBO).	Will continue to build on identified community based organizations (CBOs) to engage in FY17-18.	Additional Financial resources; more TA in how to successfully engage partners into regional adult education system.
b. Steering committee to review of potential partners and how they could further support the AEBG program; how can they help address gaps in services.	3 - Somewhat implemented	Need for further review of CBOs and further communication	New consortium director will focus on how additional community partners can provide expanded services in adult education system.	
c. Expanding and maintaining of existing regional resources and/or programs for Adult Ed students	3 - Somewhat implemented	Challenge with a set amount of block grant funds in light of increases in salary and health benefits in coming years.	We will continue to look for best practices in sustainability and seek to identify supplemental funding sources	Need for additional financial resources for expanding AE service-particularly in light of increased health benefit/salary expenses.
d. Collaborating and expanding partnerships with our local Workforce Development Board	4 - Mostly implemented	Challenge with time for personnel to work on expanded partnerships	Continue to look at priorities for expanding partnerships with Workforce Development Board.	Additional financial resources

### For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Conducting joint professional development activities with other Cabrillo grants such as Basic Skills and Student Outcomes Transformation (BSSOT) and Strong Workforce.

Explore training ambassadors to participate in meetings to further collaboration, marketing and advocacy with WDB, industry employer groups/ chambers, libraries, etc.

Develop a cross awareness of funded initiatives that might impact students in adult education system.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$3,218,133	\$3,046,518	\$171,615
2016-17	\$3,249,166	\$3,032,786	\$216,380
<b>Total</b>	<b>\$6,467,299</b>	<b>\$6,079,304</b>	<b>\$387,995</b>

Please identify challenges faced related to spending or encumbering AEBG funding.



No major challenges in spending funds. In order to expand and grow to meet adult learning needs in our region, additional state funds are needed.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Look to re-allocate resources to supplement funding needs for new activities in FY 2017-18, particularly in areas of professional development, marketing, and outreach and to consider expand programming.

## Section 3: Certification and Submission

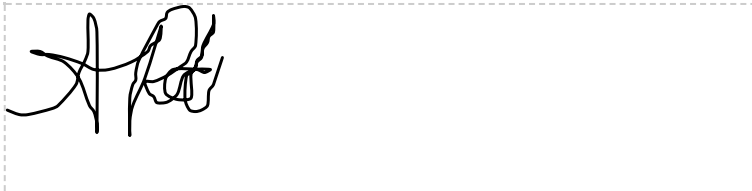
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

**Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

### Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

### Signature (Required)

A handwritten signature in black ink is visible within a dashed rectangular box. The signature appears to be a stylized name, possibly "A. H. B.", written in a cursive or semi-cursive style.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan