

10 Coast | 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)

Consortium's vision:

The Consortium's vision is in direct alignment with the State's: Rethinking and Redesigning Adult Education. The Consortium focuses on the needs of the adult students in the region through collaboration across the Consortium members and with regional partners to improve, innovate and maximize educational and career pathways for our adult students.

2016-17 Consortium Accomplishments

- Coast Colleges held Adult Education Bridge Days in September, October, February, April and June to provide information about instructional programs, student services, and the enrollment and financial aid processes offered by the colleges.
 - o Golden West College (GWC): February 23, 2017- more than 150 Adult Education students from Huntington Beach Unified High School District (HBUHSD) Adult School and Garden Grove Unified School District (GGUSD) Adult School participated in this event.
 - o Orange Coast College (OCC): More than 220 students, instructors, and administrators from local adult schools, charter schools, and community organizations visited on Wednesday, April 5, 2017.
 - o Coastline Community College (CCC): June 7 and 8, 2017- more than 115 Adult Education students from HBUHSD, GGUSD, and BPSOS participated in this event.
- Offered Personal Care Aide instructional program at OCC, consisting of 72 hours of instruction and CPR/First Aide certification. OCC has partnered with four local employers to visit the program and speak with employees about employment opportunities, job duties, qualities/characteristics of a successful Personal Care Aide, and other topics.
- Offered four-week ESL for Academic Success program at OCC consisting of two courses and academic assistance from student tutors. The courses in the program included Listening and Speaking for Academic Success and Reading and Writing for Academic Success. Sixteen students successfully completed one or both courses.
- The College Success 100 course was offered by GWC during Spring 2017 at HBUHSD. This course is designed to assist students in developing an understanding of academic principles and strategies with an emphasis on student responsibility for learning. Seven students successfully completed this course.
- The College Readiness Program for Math was offered by GWC during Spring 2017 at HBUHSD.
- GWC offered the Summer Jumpstart Program for High School and Adult Education students to prepare students to

succeed in college by improving their Math and English skills and preparing them to take or retake the related placement test to potentially increase their placement level. Six Adult Education students completed the entire Jumpstart Program.

- CCC continued to offer the Preparation for College Writing course to Adult Education students. Twelve Adult Education students completed the course in Spring 2017.
- The colleges continued work to explore possibilities of creating noncredit certificates that provide opportunities which serve the career training needs of Adult Education students in Orange County communities, enhance employment potential and help meet the employment needs of local businesses.
- OCC began campaign to advertise evening, weekend, and online courses and programs to adult and nontraditional students through “Working Adult College” initiative to promote educational advancement opportunities.
- Started development of a noncredit application and process.
- OCC and GWC hired part-time Adult Education counselors to implement early academic orientation and counseling for adult education students. CCC is in the process of hiring a part-time counselor.
- Hired an Outreach Specialist at each college to develop and implement a formal referral and tracking system between Consortium members and an outreach program for Adult Education.
- The Adults with Disabilities workgroup was reengaged and additional opportunities for adults with disabilities were discussed.
- The colleges have connected with the following organizations for partnership opportunities: Youth Employment Services; OC One Stop Center; Fristers; CIELO; BPSOS; Huntington Beach Public Library Adult Literacy program; Orange County Department of Education (OCDE) QualityStart OC; Mental Health Association of Orange County – Wellness Center West; OCDE Center for Opportunity Reentry Education (CORE); OCDE Adult Correctional Education Programs (ACEP); and Project Independence.
- College and adult school staff are in the process of exploring the possibility of using facilities at a local elementary school to offer ESL courses through HBUHSD paired with credit early childhood education courses, offered by OCC.
- GWC offered College Enrollment and Success Strategies Workshops at HBUHSD on navigating the GWC web page, creating an account, applying to college, navigating the class schedule, understanding a course description, Canvas, and time management over a three-week series in summer 2017.
- Outreach workshops were presented at GGUSD and HBUHSD. Topics included: GWC open access services available to adult students; how to make a counseling appointment; how to prepare to apply to the college; review of enrollment steps, placement test process overview; information about GWC’s office of Adult Education for continued support/transition services.
- Continued work with ESL workgroup to align curriculum. ESL college faculty attend workgroup meetings with adult school instructors. A special meeting was held to discuss English course requirements at the colleges and college faculty and adult school instructors discussed aligning curriculum and course expectations to better prepare students for college English.
- Reengaged Math workgroup and invited new faculty members from OCC to join the conversation and strategically plan opportunities for adult education students.
- Offered Noncredit 101 workshop at OCC and GWC to inform Deans, staff, and faculty about opportunities within noncredit.
- College teams attended professional development conferences and trainings including: Association of Community and Continuing Education State Conference; AEBG Regional Training; Institutional Effectiveness Partnerships Initiative – Building Bridge and Programs: Developing and Sustaining a Culture of Noncredit; and CASAS National Summer Institute.
- Staff at the three colleges attended education fairs for students, parents, and employees including: GGUSD Lincoln Education Center Health Resource Fair; Long Beach Water Department Employee Education Fair; Sunburst Youth Academy summer promotion tabling event; Orange County Department of Education Parent Resource Fair; Wellness Center West Spring Forward Wellness Fair; and QualityStart OC Continuing Education Fair. More than 300 participants obtained enrollment and program information. It provided an opportunity to network with social support and educational advocacy agencies in the region and to obtain contact information for over 75 social support/community organizations to which Coast Colleges will reach out.

- Held a combined professional development day with staff and teachers from HBUHSD and GGUSD focusing on improving writing skills across all programs to better prepare students to transition to college.
- GGUSD tested over 80 ESL students with the Accuplacer ESL at the Le Jao Coastline CCC campus in order to place them into the Preparation for College Writing class.
- Newly hired Counselor at GGUSD assisted students with college and career plans.
- GGUSD created and implemented a Promotion/Exit for ESL level acceleration.
- GGUSD graduated 24 students with a high school diploma or equivalency.
- GGUSD held a meeting with college ENG098 and ENG100 instructors and Adult Education ESL instructors to discuss writing expectation and curriculum alignment.
- HBUHSD implemented a new enrollment and orientation process that is mandatory for all AEBG students. The new process focuses on student support services awareness, strategies for student success, and collects the data required for AEBG reporting.
- HBUHSD created an online enrollment option for all students that offers trilingual support (English, Spanish, Vietnamese).
- HBUHSD held the annual Career Technical Education advisory with more than 40 local employers and workforce personnel attending.
- HBUHSD graduated over 200 students with a high school diploma or equivalency.
- HBUHSD implemented eTesting for pre-testing students at major campuses.

2017-18 Consortium Primary Goals

In 2017-18, the Consortium's primary focus is to expand the strategies that have started, begin implementation of those that have yet to be launched and incorporate selected new programs and strategies to make progress towards the realization of the vision and goals of the Consortium. Specifically, the Consortium will:

- Develop and implement a comprehensive marketing and outreach plan
- Continue to work on the technical infrastructure, processes and systems needed to support non-credit application, orientation, assessment, academic and career advising, enrollment, and tracking of students transitioning from the adult education schools to community colleges
- Continue offering and refining the AEBG supported courses and programs to support the needs of the Adult Education students and local community.
- Implement a robust outreach and transition support program for adult education students from the Adult Education Schools to community colleges
- Work on CTE pathways and curriculum alignment
- Develop and start offering short-term noncredit certificates for adults with disabilities
- Continue the work related to curriculum, competency and assessment alignment
- Provide professional development to support the improvement of the grant programs and achievement of grant objectives
- Continued collaboration of regional partners to leverage existing structures

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.
Over 15% of adults 25 years of age or older lack a high school diploma	Orange County Business Council (OCBC) 2016-17 Report	Increase compared to prior year in number of students completing High School Diploma or equivalency at HBUHSD and GGUSD
24.9% of the adults in Orange County are English learners	OCBC 2016-17 Report	Increase compared to prior year in number of students completing ESL or basic skills English course sequence and in number of students achieving English Fluency Level as measured by CASAS
Soft skills gap - oral and written communication skills, marketing, Microsoft Office, detail oriented, integrity, customer service oriented, creativity, problem solving, self starting/self motivated, team-oriented/team work	OCBC 2016-17 Report	Number of students completing short term noncredit certificates with integrated noted soft skills in the curriculum
Top industries with increased employment potential and livable wages: Advanced Manufacturing, Health Care, Information Technology, Tourism	OCBC 2016-17 Report	Number of students completing specific short term noncredit certificates offered by the Consortium
Lack of information for adult students to use when transitioning. CTE courses/programs need to be identified and marketed across Consortium members so that students have options and the ability to plan effectively for their credit transition. Additionally, noncredit CTE programs need to be aligned with the credit college programs to allow students to continue/pursue a higher degree in areas that will lead to middle-skill jobs that are high wage and high-demand.	Input from the Consortium members and partners, input from Strong Workforce meetings. Input from instructors, input from the Orange County Department of Education, AEBG Fact Sheet The consortia have multiple options for adult students, but there is not a resource developed to market these services. Most marketing efforts are independent rather than part of an integrated program.	Inventory and mapping of noncredit courses and programs to credit as well as middle skill jobs. Increase of student transitions, increase in partnerships with local businesses within the identified industry sectors and job placement. Number of classes and programs offered for adults with disabilities. Student enrollment, retention and class completions.
Lack of course options and certificate programs for adults with disabilities		Development and implementation of a comprehensive marketing plan for Coast Consortium. Initiating and holding marketing meetings of the four Orange County consortia to implement a county-wide event. Increase in number of inquiries about courses and programs offered, number of applications, and subsequent enrollment.
Marketing of AEBG programs to inform potential adult learners throughout Orange County. This gap includes working collaboratively with the three other Orange County consortia (RSCRC, NOCRC, SOCRC) to develop strategic ways to inform students of available programs.		

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.

Develop and implement a marketing and outreach plan to include: branding, campaign, marketing, professional development and execution; and comprehensive advertising and outreach targeting specific local populations who can benefit from the programs offered by Consortium members as well as local employers whose employees would benefit from training to address the gaps in skills identified.

Develop and offer new short term noncredit certificates with integrated noted soft skills in the curriculum.

Develop and offer enhanced noncredit certificates to meet workforce demand in the top industries in the region.

Develop and offer new short term noncredit certificates for adults with disabilities.

Work towards holding regular joint meetings with the other three AEBG consortia in Orange County to maximize utilization of resources and marketing of programs.

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?
College Bridge Day Events	5 - Fully implemented	N/A	None	Not necessary.
Create site specific criteria to administer assessments so that results are recognized by consortium constituents (Adult Education Schools and Community Colleges)	3 - Somewhat implemented	Community colleges and K12 Adult School function under different state regulations relative to assessment and testing. Changing these regulations and making them consistent would greatly facilitate this alignment.	Plan more meetings with newly hired staff to follow through on policies that recognize individual site assessment results.	Allow more time for process. Community colleges and K12 Adult School function under different state regulations relative to assessment and testing. Changing these regulations and making them consistent would greatly facilitate this alignment.
Development and implementation of a formal referral and tracking system between Consortium members	3 - Somewhat implemented	We are still lacking a solution that provides for formal referral and tracking of students between Consortium members. The Consortium members explored commercially available solutions which proved to be too expensive to sustain in the long-term.	Absent a system that the state would provide, the Consortium will begin work on a home grown solution.	Given that AEBG is a statewide endeavor, it would be most effective and efficient for the state to provide a solution that would be used by all AEBG Consortia. The state retained off the top a percentage of the funding from the Data and Accountability allocation which could be used to this end.
Development and implementation of an outreach program for Adult Education based on current model used by community colleges to conduct outreach to high schools	5 - Fully implemented	N/A	Continue to promote awareness of outreach programs and efforts.	Not necessary.
Enhanced academic counseling and student transition by tailoring counseling plan to particular population needs.	4 - Mostly implemented	Staff were hired but there was not enough time to fully develop and implement all components of the onboarding and transition support including having every student develop an academic plan.	With the start of a new academic year, counselors and transition support staff will be able to expand their outreach to students to develop academic plans.	Not at this time.
Expand the College Readiness Program in Math	4 - Mostly implemented	The number of students participating in the course was lower than expected. We attribute this to the difficulty in promoting and targeting the course to the right students at the right time.	An intervention strategy to increase participation is to utilize shared data tools to target close to or recently graduated Adult Education students and high level ESL students. We will also work to better explain the benefits of participating in the math readiness program. Adult Schools will also work towards having the math courses count for graduation credit.	Not necessary.
Implement early academic orientation and counseling for Adult Education students to community college programs to prepare students for academic and career development.	4 - Mostly implemented	As noted above, staff were hired but there was not enough time to fully develop and implement all components of the onboarding and transition support including a formalized early academic orientation and counseling.	This is a key objective and activity for 2017-18.	Community colleges have specific regulations related to the requirements for non-credit matriculation. The K12 Adult Education Schools have different regulations. The alignment of regulations at the state level is necessary to ensure consistent requirements and terminology.

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?
Preparation for College Writing course	5 - Fully implemented	N/A	Based on analysis of the performance of students in this course over four semesters, there will be additional supplemental instruction and embedded tutors provided in 2017-18.	Not necessary.
Work on the CTE and degree pathways to create and implement workforce and academic pathways specifically targeted for students in Adult Education Schools	3 - Somewhat implemented	Work has started and will continue in 2017-18.	In 2017-18, the Consortium will focus on strategies noted below.	Not necessary.

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.

All schools will focus student support staff (counselors, college outreach specialists, job developers, and coordinators) efforts on the development and implementation of a common consortium Academic and Career Plan for all AEBG program areas that aligns with AEBG outcomes and regional/local labor market data.

Develop and implement workshops for prospective and current students as well as for teachers, faculty and support staff to clarify, promote, and support pathways into career and post-secondary options.

Formalize articulation of selected courses offered in specific disciplines at the Adult Education Schools and the community colleges (e.g., entry level computer skills, MS Office), as applicable.

Ensure students complete their college courses, persist to the next academic term, and achieve their educational objectives by creating a complete and integrated process for students seeking to complete noncredit courses and programs at the community colleges. The systems and processes which will be fully developed and implemented at the community colleges in 2017-18 include an online noncredit application, noncredit orientation, assessment and testing, counseling tailored to adult education students, and student follow-up.

Develop and implement strategies and processes to assist students transitioning from noncredit to credit courses/programs to ensure a seamless transition.

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?
Assist High School Diploma, GED, ABE and higher level ESL students from HBUHSD and GGUSD to complete the online application for admission to CCCD colleges to prepare Adult Education students for transition to the community college and facilitate tracking of student transitions.	3 - Somewhat implemented	We are in the process of developing a noncredit application separate from the credit application. The latter is only needed for students who intend to enroll in credit classes. For many of the Adult Education students this is not the first step towards transitioning to college. Until the noncredit application is deployed these students are assisted to complete the credit online application for admission to CCCD colleges.	Will full develop and deploy noncredit application in 2017-18. Will implement consortium data sharing agreement to facilitate tracking of Adult Education students for transition to the community college.	It would be very helpful if the State Chancellor's Office developed a non-credit application that could be used statewide similar to the Open CCCApply which is used by most community colleges for the credit side.
Continue and expand the College Readiness Program for Math.	4 - Mostly implemented	The number of students participating in the course was lower than expected. We attribute this to the difficulty in promoting and targeting the course to the right student at the right time.	An intervention strategy to increase participation is to utilize shared data tools to target close to or recently graduated Adult Education students and high level ESL students. We will also work to better explain the benefits of participating in the math readiness program. Adult Schools will also work towards having these math courses count for graduation credit.	Not necessary.
Continue and expand the Preparation for College Writing bridge course.	5 - Fully implemented	None	Will modify the textbook, pacing and embed tutors of the course as many students struggled and dropped from the class.	Not necessary.
Create stackable certificates which combine ESL, ABE and CTE classes	3 - Somewhat implemented	Have developed and put into the curriculum approval process CTE courses and programs that will eventually be used to build integrated stackable certificates. The challenge has been the time required to create and approve the courses.	Once new CTE non-credit courses are approved consortium staff will work to develop the stackable certificates that incorporate ASE/ABE, ESL and CTE.	More time to implement and demonstrate outcomes.
Implement the CASAS math etest, CASAS Math Test Preparation course, and CASAS Workforce Skills Certification System for High School Diploma, GED, and ABE adult education students.	4 - Mostly implemented	Time constraints and availability of teachers to integrate CASAS Workforce Skills Certification.	Will fully implement in 2017-18.	Not necessary.
Integrate contextualized curriculum within High School Diploma, GED, ABE and ESL programs.	3 - Somewhat implemented	Huntington Beach Adult School was able to create one program in ESL only due to the fact that CTE options for other contextualized programs was limited. Garden Grove rewrote ESL course curriculum to include contextualized learning concepts and activities.	Work closely with community colleges to develop contextualized programs taking advantage of the vast array of existing CTE programs.	Not necessary.

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).

Implement new short-term enhanced noncredit certificates for adults with disabilities (intellectually disabled).

Implement an exit/promotion exam for ESL to promote students attending Adult Education Schools to the next level of ESL both at the end of each semester and end of year in addition to the current practice of allowing students to continue within the same ESL for a prolonged period of time. This will help accelerate completing ESL levels.

Implement new short-term enhanced noncredit certificate at community colleges to provide a faster path to applying for citizenship.

Integrate and collaborate with administrators and teachers from the Adult Education Schools in the development of CTE noncredit courses and programs at the community colleges.

Develop and implement data collection and analysis to track students transitioning from the Adult Education Schools to the community colleges and students' progress through the noncredit matriculation process at the colleges and subsequent transition to credit courses and programs.

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?
Classroom observations of community college college-level English and Math courses by Adult Education School teachers	3 - Somewhat implemented	Teachers from the Adult Education Schools participated in classroom observations of some college-level English courses but not of college-level Math courses. This was due to challenges in terms of scheduling.	The AEBG administrators and staff will work with teachers from the and faculty from the community colleges to determine whether these classroom observations are still desired and, if yes, to develop and implement a schedule in 2017-18.	Not necessary.
Develop and publish a bimonthly newsletter for faculty, teacher and staff of the consortium's activities, which will include upcoming professional development opportunities.	1 - Not at all implemented	After further consideration, a bimonthly newsletter does not provide for timely and targeted communication to inform appropriate faculty, teachers and staff about professional development opportunities. The Consortium members utilized other modes of communication such as email and information provided through various meetings to ensure that appropriate faculty, teachers and staff are informed and take advantage of applicable professional development opportunities.	None	Not necessary.
Expand the Consortium's webpage to include all professional development opportunities available to faculty, faculty and staff related to the Consortium objectives and activities.	4 - Mostly implemented	The Consortium web page was revised but more relevant information needs to be added in a more regular and timely manner. A professional design consultant was hired to develop a Consortium logo and marketing collateral. In addition, with the hiring of AEBG staff, there will be an organized and consistent approach in developing relevant content to be posted to the web site.	AEBG staff will work with Consortium members to develop relevant content to be posted to the web site regularly.	Not necessary.
Student Success Workshops: Practices and services that demonstrate improved successful outcomes for students that teachers, faculty and staff can consider in their instructional design, advising and counseling, outreach and student communication.	4 - Mostly implemented	A number of workshops were provided both at the Adult Schools and at the colleges. In addition, faculty, teacher and staff attended related professional development conferences and training offered through the IEPI.	Consortium members will continue to work on providing such workshops. With the hiring of dedicated AEBG staff, we will be able to have enhanced planning, organization, and delivery of internal professional development.	The State Chancellor's Office and the IEPI should continue to offer workshops and trainings focused on noncredit instruction and support services and successful strategies for adult education students.

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 consortia members on the topic of writing to better prepare students for post-secondary and workforce transitions.

Develop and implement student support services professional development activities and events to support newly hired staff and develop a consortium wide case management system.

Professional development day for all AEBG student support services staff to develop common and thorough understanding of adult education students, AEBG priorities and better integration and collaboration across consortium members - Adult Education Schools and Community Colleges.

Re-engage workgroups that existed during the AB 86 planning phase for six of the AEBG program areas.

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?
Collaborate with the Garden Grove Police Department Community Liaisons to provide pertinent information associated with Safety and DMV EL Civics units and provide guest speakers for GGUSD ESL classes.	4 - Mostly implemented	We have had Garden Grove Police Department guest speakers for EL Civics units on health and safety. We are implementing the DMV unit this semester.	Continue to invite more guest speakers and possibly visit the Garden Grove Police Department site.	Not necessary
Collaborate with the OC Sheriff's Department to provide outreach to inmates to develop pathways for training and education after release from jail.	1 - Not at all implemented	While discussions took place about possibilities for collaboration, the limitations in terms of accessing jails pose a challenge.	Consortium members will continue to explore options.	Not necessary
Collaborate with Youth Employment Service to participate in joint outreach events conducted at local high schools and non-profit organizations and establish dual referrals.	4 - Mostly implemented	The colleges have worked with Youth Employment Services to better define the opportunities for collaborations and this collaboration will continue.	AEBG staff will work with Youth Employment Services to develop a specific calendar of joint outreach events.	Not necessary
Coordinate with Boys and Girls Club to provide child care, transportation, and tutoring services for families	5 - Fully implemented	We found that babysitting was not a need. We have over 64 Boys and Girls Club sites in GGUSD to meet the needs of our families. This was understood when we met with them. Fully implemented at HBUHSD.	None	Not necessary
Coordinate with local K8 and high school districts for facilities use and outreach in order to serve more adults	3 - Somewhat implemented	We still have some classroom space at the Garden Grove Lincoln Center site, but the hiring of more teachers has not been approved at this time. Fully implemented at HBUHSD; added two new locations at elementary schools.	Continue to try and receive District approval at GGUSD to hire more teachers.	Not necessary
Coordinate with Orange County Development Board, OC Read, and OC public libraries to maximize referrals to appropriate educational programs and support services.	4 - Mostly implemented	The colleges have connected with the following organizations for partnership opportunities: Youth Employment Services; OC One Stop Center; Fristers; CIELO; BPSOS; Huntington Beach Public Library Adult Literacy program; Orange County Department of Education (OCDE) QualityStart OC; Mental Health Association of Orange County - Wellness Center West; OCDE Center for Opportunity Reentry Education (CORE); OCDE Adult Correctional Education Programs (ACEP); and Project Independence. The AEBG staff are working on better defining the needs and capabilities of each organization in terms of referrals and follow up.	Consortium members will continue to work and coordinate with local organizations to maximize referrals to appropriate educational programs and support services.	It would help if the State provided a comprehensive directory of various organization by AEBG Consortium region which are interested in working with the various AEBG Consortia and information about the type of services they provide as well as the type of collaboration they are interested in.

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.

Huntington Beach Adult School CalWorks funds will be used to provide financial assistance to students as well as an additional day of dedicated counseling support for ESL students.

Collaboration between adult education, workforce development boards, and chambers of commerce, to better connect students to career pathways in high demand industries as defined by regional labor market through co-enrollments and leveraging of resources.

Community colleges will begin to offer college courses and programs at the Adult Education Schools to facilitate student access and leverage space and equipment available for specific programs at the Adult Education School sites.

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	\$7,003,486	\$5,947,735	\$1,055,751
2016-17	\$7,073,559	\$5,334,362	\$1,739,197
Total	\$14,077,045	\$11,282,097	\$2,794,948

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

The amounts spent shown above are as of June 30, 2017.

Upon receiving the approval from the State Chancellor’s Office in January 2016 for the 2015-16 Annual Plan, 2015-16 Member Allocations and the other documents submitted on November 2, 2016, based on direction from the State, the Consortium continued its work which started under the AB 86 Adult Education Consortium Planning Grant and as outlined in the original annual plan for 2015-16. However, due to the timing of approval for the AEBG plans and allocation, some of the activities noted could not be completed in 2015-16, as planned, and have been mostly accomplished in 2016-17 and some are continuing in 2017-18. As a result, the Consortium had a fairly large amount of carryover funds from the 2015-16 non-MOE allocation which has been partly expended in 2016-17 with the remainder to be expended by December 2017, in accordance with the established objective and activities.

The largest expenditures are related to hiring and filling the grant personnel positions. Two of the management positions identified for Coast Community College District through the 2015-16 Annual Plan were filled in fall 2016 with start dates in October and December 2016, respectively. A third was filled on an interim, part-time basis starting in January 2017 due to a failed search. This position has been filled with a full-time permanent manager starting in July 2017. The fourth budgeted management position will be advertised and filled in fall 2017. Two of the classified staff support positions identified for Coast Community College District through the 2015-16 Annual Plan and subsequently the 2016-17 Annual Plan were filled in fall 2016 with start dates in January and February 2017, respectively. A third classified staff support position was just filled starting in June 2017. As a result, there is a remaining carryover amount for Coast Community College District which has started being expended since October 2016 once positions have been gradually filled and the personnel expenses have increased.

The two positions for Garden Grove Adult School were filled in June 2016 with a start date in July 2016.

Huntington Beach Adult School recruited and hired the three positions identified to be funded from the Consortium non-MOE allocation. However, because the individuals hired started two in March 2016 and one in April 2016, the amounts budgeted for their 2015-16 compensation was only partially expended in 2015-16, with the remainder expended in 2016-17.

The technical infrastructure needed to be put in place at each Consortium member to fulfill the various aspects of the grant objectives has started to be performed in 2016-17 and will continue in earnest through fall 2017.

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

Due to locally negotiated agreements with unions and meet-and-confer entities, the salaries and benefits for the AEBG positions are significantly higher in 2017-18 than previously budgeted. Thus, part of the carryover funds will help fund the difference between original budget and actual costs.

Determine the cost of purchasing Burlington English 3-year licenses for consortium adult ESL students to serve as a curriculum bridge for K-12 Adult Education Schools to Community Colleges. Determine the number of licenses that can be purchased. Based on analysis, purchase as many Burlington English 3-year licenses as feasible.

Coast Community College District will need to hire support for proctoring and staffing of the new adult education assessment operations which will be set up and start operating in fall 2017.

A significant part of the remaining funds will be utilized to develop and implement the technical infrastructure needed to be put in place at each Consortium member to fulfill the various aspects of the grant objectives and strategies outlined above.

Professional development activities will be expanded to have a larger number of teachers, faculty and staff participate and become engaged in the activities of the AEBG.

Part of the funds will be utilized to train newly hired staff such that they can perform more effectively in their new positions.

AEBG professional development related activities for consortium members.

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)



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