

# 11 Tri-Cities | 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)

During the 2015–2016, the Tri City Adult Education Consortium created a vision and mission statement, and guiding principles for programs or projects. The criteria follow the AEBG regulations and aligned with our vision and mission: 1) data driven; 2) benefit the entire consortium; 3) can be leveraged; 4) fill gap(s); 5) plan based; 6) outcome based; 7) scalable; 8) supplemental, not supplanted.

Using these principles, we built upon the existing 2015–16 programs: APEX Learning, Medical Billing, Medical Assistant, Non-Armed Security Guard Training, Truck Driving Training, and Computer Software Training for Microsoft, A+ and Security+. Funds were leveraged for some programs through agencies such as the Workforce Investment Board and the Housing Authority.

The following programs were added in 2016–2017: Career Cruising, Contextualize Work-Based Learning with CIMC Intermodal Equipment, Cosmetology, Edgenuity, Forklift and Phlebotomy.

In 2017–2018 more programs will be added as we apply the guiding principles to our decision making process. There will be a continued focus on the medical pathway that is already established as well as Strong Workforce in the area of career pathways and guided pathways as it relates to CTE classes: IET, Business and Finance, Introduction to Engineering, Computers and Technology such as Introduction to Drones. Additionally, we are researching high-growth areas e.g. Cybersecurity.

Through the use of SAGE, we will continue to articulate the Curriculum Alignment and to develop a robust articulation agreement among the three medical assistant programs in the consortium to assure consistency in curriculum, duration, and educational experiences. This alignment allows the consortium to vary class scheduling and delivery systems that best meets the needs of students

The community college has hired tutors who are assigned to the three adult schools in the region to add support in the adult basic skills classes and the adult secondary education classes. The desire of this program is to accelerate

graduation and certification obtainment and increase transition rates from adult schools to the community college.

The tutor program began in 2016-17; however, there was not a consistent plan for implementation and no data was collected to determine its effectiveness. The 2017-18 program year will focus on GED Prep to support students in obtaining a High School Equivalency Certificate and to track their academic progress as well as their movement through higher education.

Most sites have piloted Career Cruising, an online program that students use to assess their interest levels regarding careers, their aptitude for success in those fields and the employment opportunities as well as the earning potentials of those careers. The goal for Career Cruising is that every consortium student will use the platform to create plans and portfolios early in their adult educational experience and then revisit and adjust the plans throughout their training and movement toward a career.

Career Pathways, Data, Marketing and Orientation/Intake tasks forces were established by the Executive Board continued to meet and produced the following: Orientation, Common Registration Form, and recommended SAGE for curriculum alignment, the design of the website, marketing materials and the implementation of Career Cruising.

## 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.
Alignment of Curriculum	Needs assessment	Course team updates and curriculum guide development.
Lack of tracking	No tracking system available;	Ability to gather data via TOPSpro Enterprise data and ASAP reports.
Effective Communication	Lack of production	Implementation of programs
Strong programs that lead to jobs	Enrollment and completer data	Increase of students enrolled and completers

### 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.

Tri City will solicit SAGE Professional Development to assist teachers in designing and aligning curriculum. Through the development and alignment of curriculum, course and curriculum guides will be updated to better meet the needs of students and assist them in reaching their career goals.

## 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?
Develop articulation agreements for ESL programs and other programs that are at more than one site.	1 - Not at all implemented	Logistical problems between the districts	Make districts' presidents and superintendents more informed about consortium needs and overall plans.	Consortia Summit topics to include articulation agreement
Pathways task force meetings to determine new programs	3 - Somewhat implemented	Lack of clarity by the Executive Board	Board implements specific timelines and outcomes	Consultants offering professional development in writing, organizing and follow-through

### 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.

It is the commitment of the Tri City Consortium to intensify the work of the Pathway Task Force Committee and determine new programs. In the development of these new programs, Tri City will address items such as curriculum, assessment tools, rubrics, and student performance outcomes. Furthermore, these programs will ensure that students are able to transition between providers as well as in to post-secondary programs.

## 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?
Integration of ESL into CTE classroom	2 - Mostly not implemented	Not enough ESL or CTE certified teachers, and the time needed to pilot it and move towards full implementation	Launch pilot, gather data, analyze data, and communicate findings to the rest of consortium in order to make steps toward implement	Promote certification of CTE instructors

### 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).

Through the piloting of integration of ESL into CTE classrooms, there will be an acceleration of placing ESL students into CTE courses. Therefore, in the future an increased number of ESL students will gain access to the career technical education program.

## 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?
Alignment of programs	2 - Mostly not implemented	The time needed to decide on a consultant and the logistics of getting them approved.	SAGE Professional Development to assist teachers in designing curriculum.	Recommended list of consultants and professional experts in Adult Education and CTE
Summits	2 - Mostly not implemented	Due to scheduling conflicts, lack of human resource and clarity from the Executive Board.	Focus on strategic planning	N/A
Task Force monthly meetings	3 - Somewhat implemented	Lack of human resources and clarity from the Executive Board	Board implements specific timelines and outcomes	Consultants offering professional development in writing, organizing and follow-through

### 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.

This year the Tri City Consortium will implement the Faculty Summit. This Summit will provide teachers with the support needed to deliver high-quality instruction into their classrooms.

## 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?
Leveraging funds from WIB and Housing Authority	2 - Mostly not implemented	Lack of follow-through	Re-focus on the seven adult program areas	N/A

### 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.

The consortium members are committed to partner with local structures including WIB and local Chambers of Commerce to solicit their participation and input to further support our students and meeting their career goals.

## 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	\$5,781,537	\$5,777,552	\$3,985
2016-17	\$5,828,777	\$5,681,808	\$146,969
<b>Total</b>	<b>\$11,610,314</b>	<b>\$11,459,360</b>	<b>\$150,954</b>

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

There was a lack of clarity from the fiscal agent and a distribution agreement needed to be developed. Additionally, the Memorandum of Understanding was changed by the fiscal agent and approved by the Executive Board.

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

Based on the major components mentioned in the executive summary, we will incorporate the remaining funds in improving articulation between member programs, shared data tracking, and growth of CTE programs such as the medical pathway and logistics.

## Section 3: Certification and Submission

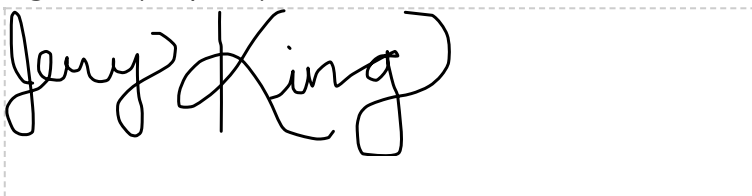
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

**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