

18 Gavilan | 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)

The vision of the three-year plan was to hire personnel and to develop systems to provide student support services to Noncredit and Adult Education students throughout the consortium. These included counseling and outreach, childcare, and learning disabilities screening and accommodation. Positions and services would also be developed to improve student experience such as data entry and enrollment clerks to speed up the application and registration process. Purchase of software and hardware would be necessary for testing and instruction in the community. On the instructional side, the consortium would expand existing offerings and also develop curriculum and offer classes in Adult Basic Education, Contextualized ESL, and short-term vocational areas; the consortium also proposed starting a High School Diploma program in one of the member districts. The consortium outlined an extensive plan for professional development opportunities and consortium-wide interaction. The consortium also intended to partner with local agencies to exchange assistance and leverage local resources.

In 2016-17, new projects included the following: piloting use of a Learning Disabilities Specialist with the HSD/HSE students with adult schools and in the College Noncredit program; expanded use of TOPSPRO database and CASAS testing to provide consistency and continuity in data collection and assessment; use of enrollment clerks to smooth the application and registration process; development of pathway visuals for counselors and peer advisor use; creation of Contextualized ESL and CTE curriculum; articulation work between high school CTE programs and the College; the grand opening of a High School Diploma Program in one of the districts and its first graduation; development and implementation of Math and Literacy workshops and labs addressing the needs of beginning level students; development of Distance Learning programs for students in ABE and ASE classes.

Most of the activities planned for 2017-18 revolve around offering or expanding sections of what has already been created: ABE, contextualized ESL, High School Diploma and HiSet, and vocational coursework; they consist of continued effort to offer more childcare, more learning disabilities testing, more assessment, and more counseling. We will endeavor to work with a greater number of community organizations, especially in CTE and job placement.

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.
Childcare for some locations/sites	Focus groups w/students and potential students	Number of sites that offer childcare services
Learning Disabilities testing/support	Instructor input	Number of intakes and referrals to College DRC
Counseling	Focus groups w/students and potential students	Number of Ed Plans
Outreach	Inadequate enrollment in some program areas; numbers of students needing services compared with numbers being served	Improved enrollments
High School Diploma Program in one area	Over-enrollment of students from one area in another	Number of students enrolled and attending program,

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.

Childcare: Since a contractor has been established in San Benito County, the consortium would like to provide additional times and locations for the provision of childcare. One partner district will re-establish its evening childcare services, while another will review the possibility of modifying a room at its site so that child care can be offered.

Learning Disabilities Testing and support: The consortium will continue to connect with instructors of the English speaking adult education classes to implement the learning disability assessment and support system and will expand services to include Spanish speaking students.

Counseling: The consortium will increase counseling support to new populations, such as the jail and transition center. They will hire and deploy a transition specialist to work with immigrant students who attend a local CBO.

Outreach: The consortium will develop additional marketing materials and develop a plan for increasing staff outreach to special populations

High School Diploma: Hours of operation at a partner's new High School Diploma program will expand.

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?
1 FT, 2 PT Counseling positions	5 - Fully implemented		Adding additional part time counseling hours.	Statewide professional development for counseling faculty.
Data collection	3 - Somewhat implemented	Difficulty merging community college data systems with the required AEBG data system. Additionally, adding data elements not typically collected by colleges.	Further development of data merging processes and dashboard to present and use local data.	A review at the data reporting requirements of AEBG. Use CC MIS data already submitted to state for AEBG data requirements.
Increased courses and programs	4 - Mostly implemented	The pace of the community college curriculum development and approval process. New programs need to come online in a strategic way so that there are too many options for potential students thus reducing enrollment.	Additional short term vocational and contextual ESL courses and programs are under development.	Improve the speed of Noncredit curriculum approval process.
Offsite assessment	4 - Mostly implemented	The number of sites remains a logistical problem for the one assessment specialist.	Streamline the process for assessment and orientation for students who come mid-term.	Clarity about how the required AEBG assessments will integrate with the Common Assessment Instrument.
Project Director	5 - Fully implemented			
Student advisors	3 - Somewhat implemented	A well defined job description and training program was needed and is not developed.	Expansion of the program and more well defined job description and training.	

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.

Implementation of a transition specialist located at area nonprofit that serves immigrant women.

Regular adult education visits by newly hired Gavilan College CTE counselor.

Continued to develop a map and marketing efforts connecting high school CTE and adult ed program to Gavilan College Credit and Noncredit programming.

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?
Implement level assessment and progress indicator system	4 - Mostly implemented	Need to establish well developed procedures for level assessments.	Further development of procedures that will be used each term to systematically assess, reflect on assessment, and make changes.	
Offer ABE classes, workshops, or boot camps	3 - Somewhat implemented	Students had difficulty committing to the amount of time to participate in the boot camp immersion.	New online ABE courses will be piloted with a county jail population.	More professional development on serving jail populations in particular.
Offer noncredit contextualized ESL classes	4 - Mostly implemented	The pace of the community college curriculum development and approval process. New programs need to come online in a strategic way so that there are too many options for potential students thus reducing enrollment.	Develop one more contextual ESL program.	Improve the speed of Noncredit curriculum approval process.

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).

Development and implementation of a modularized Math class and Math preparation for CTE area.

Work with Credit ESL department to examine ways of compressing curriculum and more further developing ways students can jump levels.

Implementation of self-paced online ABE/ASE course, particularly targeting students in and transitioning out of jail.

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?
Instructional technology training	3 - Somewhat implemented	Really an ongoing effort. Time available for part time faculty to participate in training.	Development and implementation of online ESL Department Hub, which provide resources and information for instructor.	
Mentoring new instructors	2 - Mostly not implemented	Matching of faculty times and schedules.	Development of lead teachers for Noncredit program.	
One joint two-hour meeting	5 - Fully implemented		Continue to offer annual consortium-wide meeting.	
Professional development opportunities	4 - Mostly implemented	Time available for part time faculty to participate.	Continue to offer.	
Teacher share opportunities	4 - Mostly implemented	Time available for part time faculty to participate.	Continue to offer.	
Three-day professional development symposium	4 - Mostly implemented	Time available for part time faculty to participate.	Continue to offer.	

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.

Four local consortia are planning a joint professional development day.

Two topical trainings on trauma-informed learning and mental health first aid will be offered.

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?
Course offerings	4 - Mostly implemented	New courses have been offered at new locations but some have been under-enrolled.	Increased marketing and outreach.	
Facility use	4 - Mostly implemented	Less than full enrollment in new class sites.	Increased marketing and outreach.	
Facility use and childcare	3 - Somewhat implemented	Establishing contracts with local child care providers.	Expansion of child care services available.	Training for Finance Office staff on how to set these contract these up.
Facility use; possibility of tutor training	1 - Not at all implemented	The partner agency was no longer interested in this particular activity.		
Job preparation courses	3 - Somewhat implemented	Classes have been under-enrolled.	Development of more mechanisms for feeding social service recipient students into these classes.	
Referral, volunteer literacy, and provision of Service Learning opportunities for Gavilan College students	1 - Not at all implemented	Contractor was not reliable.		
Short term Entrepreneurship courses and one-one business development counseling	4 - Mostly implemented	Filling the English version of this class and setting of schedule with collaborative nonprofit.	The development of Noncredit curriculum so the course can be offered through the community college while business counseling support can be provided by the nonprofit.	

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.

Partnership with low income housing development agency at new site.

Offering classes at new county inmate transition center. Providing counseling support and participation in the advisory team for the center.

Partnership with local high school to provide student aides for ESL classes.

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	\$1,345,497	\$1,083,490	\$262,007
2016-17	\$1,368,513	\$830,360	\$538,153

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
Total	\$2,714,010	\$1,913,850	\$800,160

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

- issues with hiring personnel
- contract completion/approval
- finding qualified staff
- developing and staffing childcare facilities

There were liability/contracting/insurance issues; difficulty persuading agencies to hire staff based on "grant" status of funding; lack of certainty of continuity.

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

The funds will be allocated for one-time costs associated with expanding services and capacity. For example, a portion of monies will be allocated to retrofit space at one of the adult education partner locations; another example is use of funds to develop CTE courses, provide teacher training and purchase needed equipment. Other expenses include improving class space so instructors can take advantage of new distance education tools. Additional monies will be spent to provide travel and training for faculty and staff professional development.

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**.

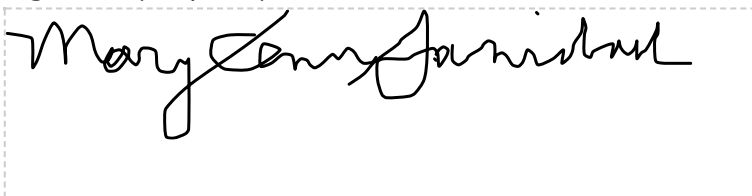
Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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