Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (   ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration −

Consortium Grant Number	Consortium Name
15-328-17	20 San Diego East (Grossmont-Cuyamaca)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Wiggins, Robyn	Consortium Director	(619) 588-3511	rwiggins@guhsd.net
Maschke, Ute	AEBG Manager	(619) 588-3500	ute.maschke@gcccd.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Cox, Sally	Executive Director, Foundation of Grossmont and Cuyamaca Colleges	(619) 644-7684	sally.cox@gcccd.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Kemper, Theresa	Grossmont Union High School District	(619) 644-8041	tkemper@guhsd.net	04/23/2016
Glover, Tim	Grossmont Union High School District	(619) 644-8083	tglover@guhsd.net	07/01/2016
Valencia, John	Grossmont-Cuyamaca Community College District	(619) 644-7109	john.valencia@gcccd.edu	04/23/2016
Miles, Cindy	Grossmont-Cuyamaca Community College District	(619) 644-7569	cindy.miles@gcccd.edu	04/27/2016
Granger, Kathy	Mountain Empire Unified School District		kathy.granger@meusd.k12.ca.us	07/07/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

◉ Yes
○ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.
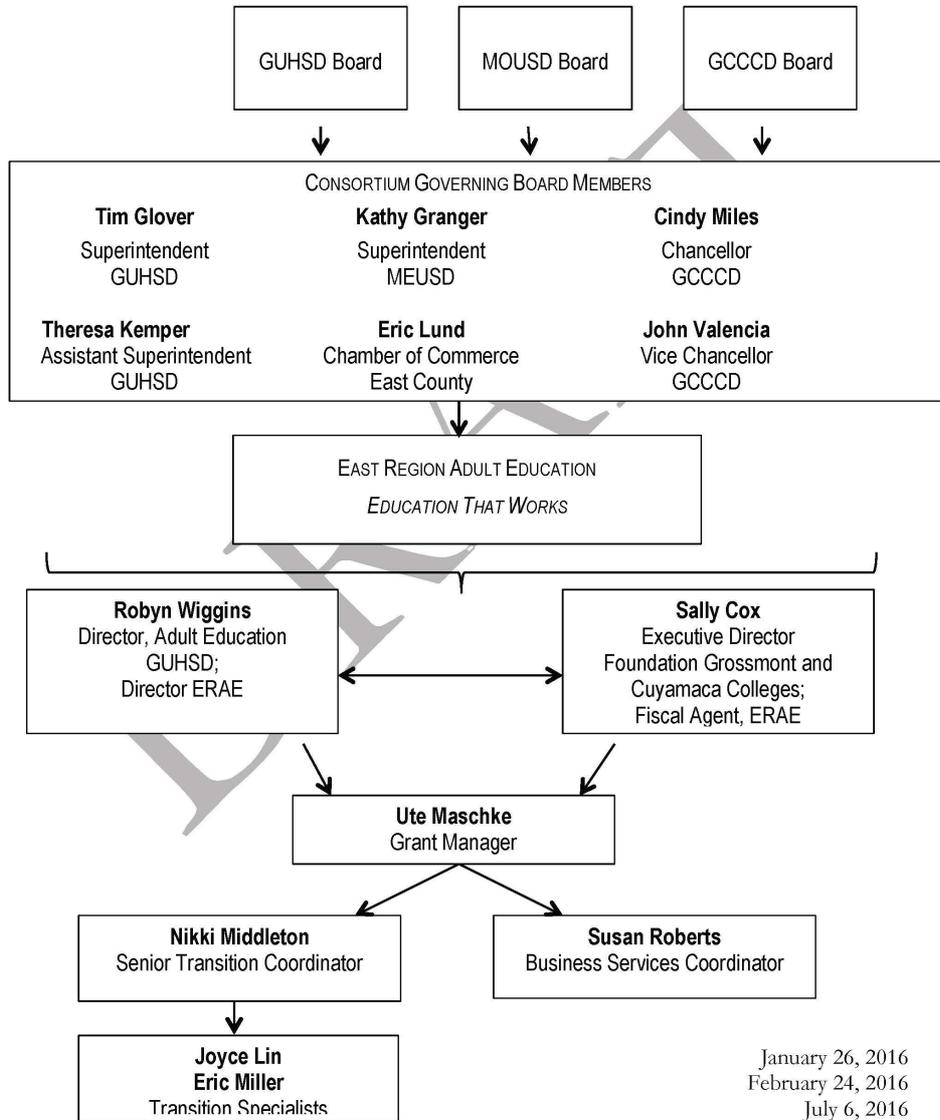
⬇ Download Governance Plan Template

eraegovernance.pdf

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

EAST REGION ADULT EDUCATION
ORGANIZATIONAL CHART

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┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│  GUHSD Board │   │  MOUSD Board │   │  GCCCD Board │
└──────┬───────┘   └──────┬───────┘   └──────┬───────┘
       ↓                  ↓                  ↓
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CONSORTIUM GOVERNING BOARD MEMBERS

Tim Glover	Kathy Granger	Cindy Miles
Superintendent	Superintendent	Chancellor
GUHSD	MEUSD	GCCCD
Theresa Kemper	**Eric Lund**	**John Valencia**
Assistant Superintendent	Chamber of Commerce	Vice Chancellor
GUHSD	East County	GCCCD

EAST REGION ADULT EDUCATION
EDUCATION THAT WORKS

Robyn Wiggins
Director, Adult Education
GUHSD;
Director ERAE

Sally Cox
Executive Director
Foundation Grossmont and
Cuyamaca Colleges;
Fiscal Agent, ERAE

Ute Maschke
Grant Manager

Nikki Middleton
Senior Transition Coordinator

Susan Roberts
Business Services Coordinator

Joyce Lin
Eric Miller
Transition Specialists

January 26, 2016
February 24, 2016
July 6, 2016

Do you have changes to your Organizational Chart? (Select Yes or No)

⦿ Yes
○ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

eraeorgchart81916.pdf

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The Consortium has a Governing Board that approves budgets and reviews audits. The Board consists of five members and includes a community partner. The Consortium's Executive Director and Co-Directors from both member districts develop budgets together. The Auxiliary Organization holds an agreement with GUHSD and GCCCD to conduct business. GUHSD and GCCCD report expenses to the Auxiliary Organization, which reports budgets to the state. Sue Raeric, the Auxiliary Organization CFO and the Vice Chancellor-Business Services for GCCCD certify the budget.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

◉ Yes

◯ No

The Consortium has a Governing Board that approves budgets and reviews audits. The Board consists of six members: two (20 from GCCCD, two (2) from GUHSD; one (1) from MEUSD and one (1) community partner. The Consortium's Directors develop budgets together and present them to the consortium's Governing Board. The Foundation of GCCCD/Auxiliary Organization holds an agreement with GUHSD, MEUSD, and GCCCD to conduct business. GUHSD, MEUSD, and GCCCD report expenses to the Foundation/Auxiliary Organization, which reports budgets to the state. The Foundation/Auxiliary Organization CFO and the Vice Chancellor-Business Services for GCCCD certify the budget.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Grossmont Union High School District	$7,182,509
🔒 Grossmont-Cuyamaca Community College District	$675,896
Mountain Empire Unified School District	$8,267
Total	**$7,866,672**

Section 2: Plan Summary for Program Year 2016-17   −

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The East Region Adult Education is looking forward to an exciting year that will transform the Adult Education system in our community. We are proud of the following accomplishments:
·   Initial integration of transition services
·   Introduction of transition/education maps for all Adult Ed students at GUHSD (piloted with HSD/ABE students)
·   Introduction of program-specific orientation workshops for all new Adult Ed students
·   Development and successful piloting of two accelerated classes (Math and HSE readiness)
·   Introduction of a new VESL class (Medical Terminology) and college preparatory class (BOT boot camp)
·   Coordination of college readiness and college matriculation events
·   Introduction of a marketing and outreach campaign
Testing the effectiveness and impact will require continuous assessment, longitudinal studies and minute attention to detail. By the end of 2016-17 and consistent with the consortium's overall goals, we will have achieved the following:
·   Incoming and current students will follow an individualized transition map developed, documented, and regularly reviewed together with an assigned Transition Specialist, who accompanies the student from entrance to graduation, to matriculation, or through transitions.
·   Trained staff will conduct exit conferences with transitioning and/or graduating students; and follow up with students quarterly for at least 12 months after completion of an educational and/or career technical pathway.
·   Students will have the option to take accelerated classes in ABE and HSE, visit Cuyamaca and Grossmont College campuses on field trips before matriculation, and explore careers and examples of multiple career pathway programs during a bi-annual Adult Education Week and regional job fairs.
·   Students will actively participate in the evaluation of courses and programs through the student advisory council.
·   Students will work with embedded tutors trained by community college faculty, within academic and ESL programs.
·   Consortium members will have reviewed existing CTE pathways for their sustainability and developed at least two new pathways at GUHSD, in response to a gap analysis conducted in the East Region.
·   GUHSD will pilot data-driven, managed enrollment as a means (1) to strengthen its ESL and ABE/HSE programs based on students' needs; (2) to mirror more closely the structure of college courses; (3) to transfer ownership of the

learning process to students; and (4) to strengthen the classroom/learner community.
·   GUHSD will pilot a program for adults training for child school success.
·   GUHSD and GCCCD will provide instructor support for Mountain Empire's Division for Adult and Alternative Education through coordinated field trips for students from Mountain Empire, and will explore coordinated CTE programs that meet the needs of businesses in the Mountain Empire region.
·   Project Area Councils (PACs) will strengthen community engagement through the inclusion of members from GUHSD's and GCCCD's lifelong and continuing education communities.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Adult Ed Advisory Board	Advisory Board	business and community representatives providing feedback and recommendations for program development
Alvarado Hospital-SDRI	Business	Internships Health Occupation Programs
California Field Iron Workers Apprenticeship Training and Journeyman Program	Industry	GUHSD is Lead Educational Agency
California Firefighter Joint Apprenticeship Committee	Industry	GUHSD is lead educational agency
California Hair Design	Business	GUHSD provides scholarships
Catholic Charities, Refugee Services	Refugee Resettlement Agency	ESL, HSE, EL Civics, CTE
CVS Pharmacy	Business	Internships Health Occupation Programs
East County Career Center	American (one-stop) Job Center	job readiness and career services
East County Chamber of Commerce	Business Relationships	pre-apprenticeship and internship programs
East County Economic Development Council	Industry Partner	Analysis of local labor market needs
East County Education Alliance	Educational consortium K-12 - college	transitions from HS to Adult School to CTE and college
Edgemoor Hospital	Business	Internships Health Occupation Programs
El Dorado Care Center	Business	Internships Health Occupation Programs
Encompass Family Physicians Medical Group	Business	Internships Health Occupation Programs
Grossomont Lifelong Education	Programs and Community Engagement	community engagement
IRC	Refugee Resettlement Agency	ESL; HSE; EL Civics; CTE
Kaiser Hospital and Pharmacy	Business	Internships Health Occupation Programs
Kurdish Human Rights	Refugee Resettlement Agency	ESL
Lakeside Special Care	Business	Internships Health Occupation Programs
Neighborhood Healthcare	Business	Internships Health Occupation Programs
Palomar/Pomerado Hospital	Business	Internships Health Occupation Programs
Paradise Valley Hospital	Business	Internships Health Occupation Programs
Parkside Special Care Center	Business	Internships Health Occupation Programs
Rady Childrens Hospital Bernardy Center	Business	Internships Health Occupation Programs
Regional School Districts	Feeder School	Facilities and Day Care Services
San Diego County Libraries	Regional Partner	Facilities and ESL services
San Diego Sheriff's Department	Community Partner	GUHSD provides educational services
San Diego Workforce Partnership	Regional Workforce Development	Industry Sector Research; alignment of workforce services
Scripps Hospital	Business	Internships Health Occupation Programs
Sharp Hospital	Business	Internships Health Occupation Programs

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Because our area serves many refugee newcomers, consortium specialists and staff from refugee resettlement agencies began to meet on a regular basis to discuss opportunities to refine existing ESL and CTE programs. As a first step, the transition service team is now facilitating program-specific orientations that introduce specifically refugee students to the opportunities Adult Education and community colleges offer.
Twice a year, we bring together stakeholders through community advisory board meetings, where we present on "The State of the Consortium" and review program objectives, trajectories, and outcomes. We discuss action steps across educational institutions and business partners, and together conduct mini-design/brainstorming sessions to introduce innovative approaches to adult education and training. One such brainstorming session resulted in a short-term VESL class that prepares students for employment in business office technology.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Introducing transition services had an immediate impact on Adult Education students and instructors, who understand better the opportunities a flexible entrance/exit curriculum provides. We aligned consortium initiatives with WASC activities for shared accountability, assessment and reporting, and introduced VESL classes that brought in new students. Collaboration with the East County Career Center has motivated us to plan the integration of basic career-and job-readiness training modules in all our classes. We were successful in expanding accelerated classes in ABE preparing students to obtain their HSD or HSE and reduce the need for remediation. Reciprocally, we started to explore opportunities for college students to enroll in a remedial class at Adult Education and a credit-bearing introductory-level course at Grossmont College, where they study alongside students who are ready for programs.
Transition Specialists (TS), led by the Sr. Transition Coordinator and assisted by interpreters, offer bi-monthly group orientations fine-tuned to our programs and services. Orientations are open to families and friends of learners and provide activities where participants identify initial goals and meet with peer-mentors and student ambassadors. Coordinated and team-facilitated orientations to college matriculation and first-year experience, offered throughout the year, will ensure progressive, proper placement of students transitioning to colleges.

Open enrollment poses a challenge for instructors and students. Piloting managed enrollment will enable the consortium to track outcomes more consistently and foster increased communication and interaction among and between Program Area Councils (PACs). Research on managed enrollment indicates that its success is based on well-articulated syllabi and clearly defined benchmarks that benefit students in all aspects of their educational journey. Accordingly, we need to revise existing course outcomes and syllabi to ensure that 21st century skills and competencies are connected with education, training and applied learning pathways, focus on access, success, and sustainability, and meet the needs of businesses and the community.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

From the beginning and because selected GUHSD and GCCCD programs are also funded by WIOA, instructors and administrators reached out to appropriate partners at the East County's one-stop career center to learn about best practices regarding integrated education and training programs and to better understand and meet the needs of those students who cannot access WIOA services. The one-stop career center facilitated employer input, job fairs, and job readiness classes from which the consortium's students benefitted directly. Through shared business relationships, the consortium partners also learned about professional development needs within the regional business community. We are developing a business-specific ESL program for working adults and their family members, where the latter are receiving student support services that introduce them to other adult education classes and programs such as CTE or ABE.

In the Mountain Empire region, we are facing additional challenges: Most potential students are working 2 - 3 jobs, often in very remote areas and with job responsibilities changing on a weekly basis. They cannot meet the requirements of more traditional adult or even alternative education programs, and Mountain Empire cannot provide more support with transportation and/or staff.
In addition, our consortium and Adult Education as a system that works are still not known well enough. We will need to strengthen our joint outreach efforts at a time when the community college system itself is also changing. Creating flow between K-12 and community college environments when many other initiatives are also unfolding separately in both systems, proves difficult at times.

Section 3: Consortium Expenditures by Program Area and Objective   –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures / 2016 - 17 Planned Expenditures

Program Areas	Budgeted MOE	Budgeted Consortium Allocations	Budgeted Total	Spent MOE	Spent Consortium Allocations	Spent Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Grossmont Adult School will continue using TABE as a placement and assessment test.
To assess progress and promotion through sequenced programs within the adult school, all WIOA-funded programs employ CASAS. When students achieve major outcomes and transition to Grossmont College or Cuyamaca College, they take the Accuplacer assessment to be placed in appropriate level Math and English classes. GCCCD ESL places students using the CELSA, a writing placement test, and a survey. The consortium will continue working on alignment agreements, in collaboration with the East County Education Alliance.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer	College Board	placement into appropriate level of Math and English classes at Grossmont and Cuyamaca Colleges
ASAP	ASA	class and student information system
CELSA	ACTT	assessment and placement of students into college ESL classes
TABE	CTB/McGraw Hill	student placement for ABE/HSE/HSD; Health Occupations Center students assessment
Tops Enterprise	CASAS	WIOA tracking; placement for ESL

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Employing ASAP (version 3, aligned with WIOA, Perkins, AEBG's measures of effectiveness) as our data collection system, we are capturing student data at program start (assessment of pre-requisites, self-assessment, and initial meetings with a transition specialist), during programs (retention, skill building milestones, and transition services) and beyond (exit interviews, follow-ups after 30, 90, and 180 days on employment outcomes and transitions). ASAP enables the consortium leadership to monitor documentation and performance against state-wide performance measures, and analyze data and results of transition services to determine the most effective structures. ASAP communicates with TOPS Enterprise, which tracks outcomes, enrollment, attendance hours, and student demographics for WIOA/AEFLA Title II federally funded programs.

A quality assurance team will meet regularly to review data report protocols, generate reports on grant achievements and compliance, communicate findings, and make subsequent recommendations to PACs for further improvement and professional development training for instructors and staff. High standards of instruction and assessment will ensure that we meet the targeted program outcomes.

The consortium will participate in the West Ed initiative to integrate an AEBG dashboard for expansion and coordination of data collection. Utilizing such an aggregator will prove beneficial for leveraging resources and sharing best practices regionally.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer	College Board	placement into appropriate level of Math and English classes
AEBG Dashboard	WestEd	data aggregation
ASAP	ASA	class and student management system
TABE	CTB/McGraw Hill	student placement for ABE/HSE/HSD; Health Occupations Center students assessment
Tops Enterprise	CASAS	WIOA tracking; placement for ESL; tracking of CASAS scores

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

> *(A) Improved literacy skills*
> *(B) Completion of high school diplomas or their recognized equivalents*
> *(C) Completion of postsecondary certificates, degrees, or training programs*
> *(D) Placement into jobs*
> *(E) Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

· Coordination of transition and community services
· PACs developed education maps that are utilized as a tool (A) to visualize educational and career pathways; (B) to align Adult School classes with college courses; (C) to develop a standardized review protocol for course development; (D) to align programs with labor market demands; and (E) to establish a common language across consortium partners.
· Accelerated courses will be developed in coordination with regional businesses.
· Starting in the Fall of 2016, the Adult School will pilot data-driven, managed enrollment as a means (1) to strengthen its ESL and ABE/HSE programs based on students' needs; (2) to mirror more closely the structure of college courses; (3) to transfer ownership of the learning process to students; and (4) to strengthen the classroom/learner community.
· Professional Development will be offered for all staff on a monthly basis, in coordination with the business community.
· A bi-annual Adult Ed Week and regional job fairs will be tailored to consortium graduates and completers.
· We will be strengthening our partnership with Mountain Empire's Division for Adult and Alternative Education.

Members will provide instructor support, coordinate field trips for students, and explore coordinated CTE programs that meet the needs of businesses in the Mountain Empire region.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Two all-PAC collaborative events to design a standardized framework for course outlines and exit competencies.	Course and syllabus template for all adult school programs; program specific but also standardized exit competencies	Student participation and completion; Quality Assurance through peer-mentors, newly hired curriculum specialist, and grant manager; assessment of outcomes achieved through CASAS and/or TABE
Review existing CTE pathways for their sustainability and develop at least two new pathways in response to changing needs in the community.	Better alignment of CTE offerings and regional labor demands	Placement of CTE completers into local and regional businesses; assessment for improved wages (follow up contacts)
Introduction of managed enrollment and piloting instructor peer-mentoring program.	Classroom observation protocols; Implementation and assessment of benchmarks and student outcomes.	Evaluation of retention, graduation, and job placement rates
Hiring of Curriculum Specialist; review of syllabi and benchmarks (at least 50% of current course materials).	System-wide structure' alignment and consistent student outcomes	Outlines and delivery systems
Standardized orientations for all Adult School students and coordinated and team-facilitated orientations to college matriculation and first-year experience.	Progressive transition through Adult School programs and proper placement of students transitioning to partner colleges.	Graduation and matriculation data (ASAP and CASAS)
Implementation of individualized transition maps for all Adult School students.	Maps to be developed, documented, and regularly reviewed together with an assigned Transition Specialist	Impact of transition maps at systems intersections.
Introduce class for Adults Training for Child School Success	Adults will be able to assist children academically	Self-assessments and reports

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

·   Coordinate and collaborate on articulation and alignment of Grossmont Adult School courses with community colleges
·   Conduct research on underserved populations (especially refugee newcomers) and business community needs in the region
·   Regionally determine specific skills needed to qualify for apprenticeship programs
·   Identify best practices and introduce program for Adults Training for Child School Success
·   Develop data collection protocols regionally (through San Diego's super consortium) to better respond to students' needs and labor market demands
·   Initiate business advisory group and engage in new job development initiatives

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Develop standardized objectives, course outlines, and syllabi	Unified curriculum	Review of created outlines and materials; higher retention and transition rates (measured through CASAS and ASAP)
Develop new CTE programs	Accelerated progress to academic and/or workforce goals	Data on student completion of programs; entrance into workforce training or employment; and increased wages
Conduct research on needs of underserved population and regional labor market (needs, demands, hiring profile)	Gap analysis and business council (consisting of consortium and community members) action plan	Reports; consistent communication with business community
All-PAC collaborative events to design a standardized framework for course outlines and exit competencies.	Alignment of consortium essentials; outcome and assessment tools	Student participation and completion; Quality Assurance through peer-mentors, newly hired curriculum specialists, and grant manager; assessment of outcomes achieved through CASAS, TABE and/or newly developed assessment tools
Develop data collection protocols regionally to better respond to students' needs and labor market demands	Collaboration between all regional consortia	Data tracking and analysis to determine whether consortium offerings meet the needs of the community
Regionally determine specific skills needed to qualify for apprenticeship programs	Collaboration between Chamber of Commerce, local and regional business community; new apprenticeship programs	Placement into apprenticeships and into employment

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Understanding what "acceleration" could mean for our students required many PAC meetings and intensive discussions among stakeholders. The creation of student councils proved to be important for finding agreement. The consortium will include a student advisory board into all planning activities. We began to design an embedded tutor-training program. Collaboration with the regional Career Center has motivated us to plan the integration of basic career-readiness training modules in our programs. We will develop course modules on job readiness (including resume writing, time management, self-efficacy and other essential skills) to be integrated in existing ESL, ABE, HSE, HSD and new classes. We will explore options for alignment and articulation into college courses. By Spring 2017, we will offer new contextualized language courses, based on best practices in VESL courses and insights provided by local Refugee Resettlement Agencies and refugee newcomers. Newcomers have unique barriers to overcome and unique resettlement program requirements to meet. One of the new language courses - an intensive pre-pathway VESL course - will provide learners an opportunity to fast track and/or co-enroll into one of our CTE pathway programs. The other course will prepare students for re-certification for professional fields in which they have work experience already.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Provide adult basic skills preparation in Math, aligned with GCCCD	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE math portion (Accuplacer)
Provide basic skills preparation in English, aligned with GCCCD	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE writing portion (Accuplacer)
Revise implemented VESL course (Medical Terminology) to serve as a template for design of VABE and new VESL courses	Students accelerate in CTE programs and transition goals	Data on program completion and entrance to workforce training or employment
Integrate career and college readiness training in all consortium classes and programs	Students transition with improved literacy skills and high levels of essential (soft) skills	Data on transition into job readiness programs or employment
Design and implement accelerated CTE and/or VESL course following the i-Best model	Students accelerate in transition goals and transition to college or employment in a more effective timeframe	Data on student retention, improved literacy skills, transition and job placement
Embedding tutors (peer-mentors) into Math and English ABE and ESL classes	Improvement of literacy skills; smoother transition for students to college or the workforce; higher completion rates	Data on retention and placement

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Faculty and staff professional development hours will double, and a standardized system of professional development adopted by all programs at the adult school will be in place by December 2016. Professional development across the consortium builds on the activities and insights of our professional learning communities (PLCs). Peer mentoring activities within subject areas but across the consortium have been initiated by the grant manager and PAC chairs and will continue to forge stronger collaborative ties.

With the introduction of managed enrollment, we are piloting an instructor peer-mentoring program that includes classroom observations, refinement of syllabi, continued alignment of benchmarks and student outcomes, and peer-driven professional development and collaboration across fields of expertise and institutions. Monthly Professional Development events will bring in local and regional partners as well as experts in the fields (teaching, technology, communication and cultural competencies, assessment & accountability, social media) who will provide hands-on training and serve as the starting point for selected activities listed under Objectives 3, 4 and 5. In addition, we will design two professional development events that focus exclusively on development of programs for AWD and for adult training for child school success, and explore opportunities for joint events across institutions.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Introducing Best Practices: I-Best in Adult Education	Development of new accelerated course (following the ibest model)	Survey; measurement of improved literacy skills through CASAS assessment
Curriculum and syllabi task force meetings	Revised and standardized syllabi	Completion data; skills builder matrix
Transition Services Training (ongoing technical assistance)	System-wide support for transition services; sustainable referral processes	Data on students transitioning through adult ed (intake and exit surveys; tracked meetings with Transition Specialists)
Healthcare Training Event	Establishment of foundation for curriculum and performance alignment	Survey and self-evaluations by instructors
Cross-institutional presentations on AEBG, and Consortium updates	Deeper understanding of AEBG and consortium's activities and measurements of effectiveness across community colleges and adult schools	Data on increasing staff and faculty engagement in PAC activities
All-stakeholder event on performance measures and innovative action steps	Initial design of at least four innovative approaches to identified needs (based on year 2 plan)	Survey; data on implementation of new approaches within set timeframe

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

New pathways for our students will be developed in close collaboration with the regional Chamber of Commerce and with Refugee Resettlement Agencies. The former plays a crucial role in expanding internship and apprenticeship programs, by opening up to adult education an internship portal that until September 2016 only exists for community college students. With Resettlement Agencies we explore short-term training programs and develop new contextualized language courses. Our ties with the East County Education Alliance and college programs not linked to adult education will be strengthened. The alliance promotes collaboration between school and college districts. Our consortium serves some of the same students at different times of their lives. In partnership, we are developing a unique model for serving all learners by systematizing college and career readiness programs. We are participating in efforts to coordinate activities among San Diego's six consortia. Monthly meetings allow for regional updates and a deeper, shared understanding of performance measures, and also for consideration of joint assessment and development of data tracking tools and sharing of student support services. We cannot emphasize enough the role the community and current and future students play. They participate in the evaluation of courses and programs through advisory councils.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Development of job readiness modules	East County Career Center, regional consortia and Chamber of Commerce	Connector to businesses; input on business needs and labor market demands; best practices aligned with WIOA processes	Flexible training modules that can be implemented into Adult Ed classes "on demand and just-in-time"	Data on student retention, completers, and transitions into college or workforce; improved wages
Active partnership between East County Education Alliance and Consortium	East County Education Alliance	Share pathways and activities	Mutually beneficial sharing of resources, developed pathways and best practices	Data on students' transitioning from K-12 through Adult Ed to career and/or college
All-stakeholder celebration event (Adult Ed Week)	Regional business partners, Refugee Resettlement Services, Chamber of Commerce, K-12 districts, City of El Cajon	Various partners and stakeholders providing resources and information (workshops, etc.) for the event(s)	Raised awareness of consortium's role as the resource and provider of adult education and of the partnerships existing between stakeholders; rejuvenation of the community	Data on student enrollment, retention, completion, and placement into employment
Bi-annual meetings on local labor market needs	Regional business community; regional AEBG consortia; Launchboard; SANDAG	Analysis and data reports on regional and local labor market demands	Ensure understanding of regional industries and demands; design flexible responses that meet student and business needs	Data on job placement, retention, and increased wages
Development of collaborative initiatives	Regional business partners, Refugee Resettlement Services, Chamber of Commerce, K-12 districts, City of El Cajon	Data on community needs; facilities; interpretation and other language services	More flexible and "just-in-time" responses to diverse needs of the community	Data on student participation in adult ed programs; transition to college and/or career
Introduce class for Adults Training for Child School Success	K-12 partners	Facilities, best practices	Adults will be able to assist children academically	Self-Assessments and reporting; retention data

Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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

☑ Click here to confirm that you are ready to submit your Annual Plan.