20 San Diego East (Grossmont-Cuyamaca) | 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)

ERAE is focused on Education That Works, further developing and implementing an innovative, aligned system that supports the communities of the region. ERAE students are unique in their diversity. 49 % of students are refugee newcomers and English language learners. At least 49 languages other than English are spoken across campuses; almost 45% of students are between 31-50 years old. Rent consumes 50 % of most of our students' income. Students' needs and expectations differ accordingly. Education That Works means creating and expanding effective and 'just-in-time' learning opportunities that meet those diverse needs; it means alignment of efforts for equitable career pathways that support all students in reaching their full potential. Doing so and consistent with our three-year plan, we are transforming Adult Education into a strategic partner for our community colleges, regional businesses, the SD Workforce Partnership, public service agencies, and community-based organizations. We have made significant strides through sustained reform efforts in the areas of student support and transition services, CTE classes aligned with successful college programs, and cross-system professional development:

- We increased the number of students receiving orientation and transition maps by more than 50%, and the number of students who follow up with a transition specialists at least twice a year by 47%.
- Based on data collected through 1:1 and group meetings, transition specialists, career center staff and teachers collaborated on career- and college-readiness workshops tailored to the students' educational needs and skills levels.
- Through braided transition and student services, we supported 39 students in matriculating directly into credit-bearing, transferable college courses.
- We successfully piloted a CTE program with a 97% completion rate.
- We introduced accelerated work-readiness classes for ESL students, especially refugee newcomers with strong professional backgrounds.
- Teachers, staff, and managers created a community of practice based on a week-long institute facilitated by the Academy of Community College Excellence and focused on the development of cultural emotional, and communicative competencies.
- Cross-system program area councils continued their work on alignment and facilitation of smooth transition into college and career.

The consortium's three-year plan stressed the importance of accepting responsibility for improving efforts and functions

across members and systems. Members and stakeholders agreed on the following primary goals:

- Become accountable for supporting each student in reaching their goals through increasing the number of students receiving orientation and holistic transition services, and through utilization of a student retention system. The latter will support intrusive counseling, data-driven decision-making, and overall implementation of evidence-based practices.

- Streamline matriculation to college. Develop pathways to specific outcomes to increase the number of students acquiring certificates or specific skills for in-demand jobs.

- Expand hybrid classes (programs braiding skills training, language acquisition, and development of academic competencies).

- Expand Parent for Success program through a series of workshops introducing parents to experiential learning and non-cognitive and cognitive methodologies.

- Provide bi-monthly professional development opportunities to support consortium members in assessing needs and learning outcomes and in using data to make improvements.

- Determine how to integrate consortium data systems to ensure reliability of data generated from assessment tools.

- Improve collaboration with regional businesses.

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.
Bridge English language learner adults from initial language development services to training and career support.	More than 43% of residents speak a language other than English at home and one in three are foreign-born; Data collected through SANDAG, San Diego Workforce Partnership (SDWP), Grossmont Adult Education database, and monthly reports from San Diego Refugee Forum/HHSA County of San Diego; Conducted first survey with local businesses and in collaboration with Chamber of Commerce; WIOA II reports	Successful completion of certificate or credential programs; Increased rates of guided student pathways, training classes and of transition into college or career; CASAS assessment scores; Technology-based information collection/retention system; Performance data reported to the SDWP by GUHSD/Grossmont Adult Education's Career Center/ Job Centers of California (AJCC); Ongoing qualitative and quantitative research to monitor and refine implementation efforts and student success outcomes
Braided services for CalWorks and other public benefits recipients (overcoming poverty in a region where nearly 25% of families live in poverty)	Data collected through SANDAG, SDWP, Grossmont Adult Education database, and monthly reports San Diego Refugee Forum/HHSA County of San Diego	Successful collaboration with public assistance providers (e.g., Fresh Fund/SNAP benefits, CalWorks programs, Title I and II workforce services plus bundled services, etc.); Comparison of key outcomes (# that enter training, exit, certificate/credential attainment, entered employment, retention, wage increases) across stakeholders
Close certificate gap (higher demand for certification than certification programs available)	San Diego East County Economic Development Council (ECEDC); East County Chamber of Commerce (ECCC); Doing What Matters – studies	Number of certificates offered through consortium members (increase at GAE); Number of certificates recognized by regional businesses; Number of program completers
Create common information and technology process/shared systems of student data	Widely-recognized lack of shared data-culture (e.g., CLASP – AEBG report) Currently systems capable of communicating across consortium members are not available	Data systems that allow students and education providers to access records "live" and eventually track progress across systems Implementation of data-driven decisions toward strategic investment
Tailored coursework and services to meet the needs of "skills builders" (students who might not intend to earn certification)	Data collected through transition services and survey feedback Doing What Matters	Consistent introduction of benchmarks (competencies and skills definition) Evidence- and outcomes-based practices across systems, measured through career and skills assessment tools (some already used by AJCC) Extended reporting of measurable skill gains (WIOA titles) Completion rates of program and entrance into workforce (data collected through retention and attendance system, and Perkins and WIOA)

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 an "Introduction to CTE" class that allows students to make informed decisions about a pathway to choose; to attain at least one certificate, and to gain work-readiness skills that prepare for job-placement services at the career center. Successful completion of the class will meet the entrance requirements for more than 10 CTE programs at the college district. Alignment of exit requirements for pre-CTE certificate programs at GAE and and entrance requirements for CTE certificate programs at GAE and GCCCD programs Include GAE and MEUSD students in GCCCD CTE pathway designs

Embed tutors (trained by college district staff) in ESL and hybrid classes

Expand hybrid classes, i.e. programs that use accelerated learning strategies and braid skills training with language acquisition and development of academic competencies. Explore opportunities for integrating I-DEA. Collaborate with refugee resettlement agencies (IRC, CC, AAA) and CalWorks service providers (PCG)

Establish cross-system database for regionally recognized certificates (in collaboration with super region) Develop data sharing agreements and explore options for shared student data information systems

Conduct a study comparing student and community demographics and needs to identify cohorts of potential students that the college is not reaching.
Establish ERAE as a liaison between college campuses, the community, and high schools.
Publish program maps detailing the scope and sequence of courses required to complete a certification or gain measurable skills efficiently

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?
Hiring of Curriculum Specialist; review of syllabi and benchmarks (at least 50% of current course materials).	4 - Mostly implemented	Models for curricula, course outlines, and syllabi differ widely; College programs, especially acceleration courses are in re-design themselves Need to redefine the purpose of adult education from a focus on HSD/HSE completion to a focus on transition into postsecondary education	Develop greater connectedness between programs and across services Forge greater awareness of adult learner needs Create a culture of data (collection, reports, analysis, and change implementation) Support instructors in developing new activities within their classes to help students progress Validate existing assessment tools and methods Collaborte with consortium's transition services on exit surveys and follow-up interviews	Technical assistance on curriculum development (with the adult learner in mind)
Implementation of individualized transition maps for all Adult School students.	4 - Mostly implemented	Comprehensive student support services are difficult to sustain in the long term and need institutional and strategic support	Increase the number of students attending orientation and, thus, increase the number of students utilizing transition maps throughout their adult education. Provide additional training to help teachers use the map as a collaborative tool. Make maps part of inventory of student support Improve capabilities for data collection and tracking student outcomes - Use predictive analysis to inform intervention and transition map development	Support in putting students first (strong focus on outcomes, less focus on enrollment numbers and hours) More clarity on and more advocacy for services (training; transition; supportive)
Introduce class for Adults Training for Child School Success	4 - Mostly implemented	We are still working on better understanding and meeting the needs of adults/parents, and on coordinating with local school districts.	Dissemination of survey to local school districts and neighborhood communities. Development of intensive workshops (possibly spread across 4 to 6 weekends) that introduce parents to experiential learning and non-cognitive and cognitive methodologies. Develop new tools for assessment of prior learning	Clearer definition of program area and anticipated outcomes. Technical assistance on how these outcomes would be measurable/measured. Advocate for additional resources
Introduction of managed enrollment and piloting instructor peer-mentoring program.	4 - Mostly implemented	The needs and overall responsibilities of our students can turn managed enrollment into a challenge at times. Especially older and working students have limited time (and flexibility) to attend.	Assess current managed enrollment classes for success/retention/completion rate and compare with open enrollment. Offer managed enrollment classes throughout the day, week, and year, and online or through blended learning opportunities. Increase support services. Expand peer mentoring into MEUSD	
Review existing CTE pathways for their sustainability and develop at least two new pathways in response to changing needs in the community.	3 - Somewhat implemented	Certification and credentialing requirements differ noticeably across systems. Finding certified/credentialed CTE instructors for GAE is challenging; especially when we are striving for agile and flexible programming. Coming to agreements with regional businesses on recognized certificates remains a challenge, because expectations and definition of skills differ widely.	Based on a review of existing CTE pathways, consortium members have begun to develop an "Introduction to CTE" survey class that will allow students to achieve three things: make informed decisions about which pathway to choose; attain a certificate; and gain work-readiness skills that prepare them for job-placement services at the career center. Facilitate regional coordination to address CTE opportunities that lead to sustainable employment, Develop new regional tools for assessment of business needs.	Work on reciprocity (standard qualification criteria) Clarify pathways Convene industry-partners and establish more certification recognized state-wide Develop job-shadowing and new apprenticeship models (learn and earn)

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?
Standardized orientations for all Adult School students and coordinated and team-facilitated orientations to college matriculation and first-year experience.	4 - Mostly implemented	Orientations are sometimes perceived as add-ons and additional time commitments. We are working on coordinating better and putting the students' needs first. Many students have limited time (and flexibility) – orientations have to become an integral part of both education and training pathways	Integrate orientation and goal-planning into all classes and programs. Increase across all program areas orientations as a means for students to take ownership of goals and outcomes. Develop new tools for assessment of prior learning Develop understanding of importance of "front-loading" and initial introduction of student support services Make maps part of inventory of student support	
Two all-PAC collaborative events to design a standardized framework for course outlines and exit competencies.	4 - Mostly implemented	Programs and services are often still considered within silos.	Build the capacity to understand other adult-serving systems Build the capacity to think across systems Develop new tools for assessment of exit competencies. Leadership development Organize al-stakeholder event for October 10, 2017.	Technical assistance/professional development opportunities Advocate for AEBG playing a crucial role in the design process

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.

Develop an "Introduction to CTE" class that allows students to make informed decisions about a pathway to choose; attain at least one certificate, and gain work-readiness skills that prepare for job-placement services at the career center. Successful completion of the class will meet the entrance requirements for more than 10 CTE programs at the college district.

Designate a "point-of-contact" admissions counselor at both colleges who will work exclusively with students transitioning from GAE and MEUSD. Transition maps developed at GAE travel with the students.

Align benchmarks and rubrics for ABE/ASE programs at GAE and MEUSD with ESL, Math, and English departments at the colleges (task force has been formed)

Utilize student retention and early alert system, and promote data-driven decision making process Designate staff to data collection, analysis, and reporting

Develop new tools for assessment of prior learning (that took place outside of adult ed) in order to better assist students in setting goals and selecting classes"

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?
Design and implement accelerated CTE and/or VESL course following the i-Best model	3 - Somewhat implemented	Further reviews and discussions are needed on what constitutes accelerated learning Changing business needs and expectations CTE teacher certification/credential requirements	Develop new assessment tools Block-schedule programs (into hybrid classes); don't separate language acquisition from skills/job training; Design classes that meet the needs of immigrants who are permanent residents Build the capacity of leadership and instructors to understand their students' needs and circumstances; Build cultural competence Review and re-design VESL model (embed language acquisition deeper into "subject/content" programs and classes	Refinement of accelerated learning Consider changing assessment practices
Embedding tutors (peer-mentors) into Math and English ABE and ESL classes	1 - Not at all implemented	Institutional coordination proves to be difficult	Further consultation and coordination with embedded tutor program at Cuyamaca and Grossmont Colleges Implementation is planned for Fall 2017	
Integrate career and college readiness training in all consortium classes and programs	3 - Somewhat implemented	Assumptions on what constitutes readiness differ (sometimes from silo to silo)	Review and then expand work based learnings (e.g., job shadowing) Expand use of open education resources with easy access for students; build capacity to integrate these topics in more traditional subjects	Technical Assistance
Provide adult basic skills preparation in Math, aligned with GCCCD	5 - Fully implemented	Changing requirements and expectations across systems. Focus on high-stakes tests.	Explore opportunities for college students to enroll in classes at Adult Education and a transferable credit-bearing introductory-level course at Grossmont and/or Cuyamaca College, where they study alongside college students who are ready for programs.	
Provide basic skills preparation in English, aligned with GCCCD	5 - Fully implemented	Changing requirements and expectations across systems. Focus on high-stakes tests.	Explore opportunities for college students to enroll in classes at Adult Education and a transferable credit-bearing introductory-level course at Grossmont and/or Cuyamaca College, where they study alongside college students who are ready for programs.	Revise and establish formal policies for ensuring that adults with low skills can enroll in and complete postsecondary coursework
Revise implemented VESL course (Medical Terminology) to serve as a template for design of VABE and new VESL courses	3 - Somewhat implemented	Facilitating these classes is challenging because deep insight in both language acquisition and subject-specific knowledge are necessary. Training staff takes time. Assumptions on core definitional terms differ.	Block-schedule programs (into hybrid classes) Don't separate language acquisition from skills/job training Design classes that meet the needs of immigrants who are permanent residents	

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).

Explore strategies to implement "team teaching" between adult education and college and CTE instructors Develop an "Introduction to CTE" class that allows students to make informed decisions about a pathway to choose. The accelerated CTE class includes not only an introduction to certification programs that enable students to earn the qualifications necessary to enter the workforce within a very short timeframe but also provides opportunities to develop college and career readiness skills. It consists of a core module (i.e., Introduction to CTE) and two supplementary modules - English language acquisition and academic support. The core module is a stand-alone, i.e., students can take the core module only. The supplementary modules augment the core and are designed to support the students through individualized language and academic skills support. Successful completion of the class will meet the entrance requirements for more than 10 CTE programs at the college district.

Continue integrate career and college readiness training in all consortium classes and programs Integrate targeted job development for students near completion

Explore feasibility of and opportunities for integrating I-DEA. Augment CTE and academic programs with Burlington English (ESL acquisition software) and Upwardly Global online classes.

Introduce digital portfolios and Edgenuity to pilot a hybrid HSD class that combines independent online learning units with small group, in-class sessions. Review existing ESL multilevel classes and consider change into VABE or iBest classes that help students attain college-readiness and/or specific job skills

Utilize student retention and early alert system, and promote data-driven decisions making process

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?
All-stakeholder event on performance measures and innovative action steps	1 - Not at all implemented	Leadership commitment to making adult ed a strategic partner Assumptions/disagreement on core definitions and their meanings and measurements of effectiveness	Develop benchmarks and protocols to identify areas of student competency Deepen understanding of data (test scores included) as a tool Presentation during colleges' professional development weeks and Chamber of Commerce events	
Cross-institutional presentations on AEBG, and Consortium updates	5 - Fully implemented		Presentation during colleges' professional development weeks and Chamber of Commerce events	Provide promotional materials that focuses on adult ed as a partner of and as distinct from K-12 and college programs
Curriculum and syllabi task force meetings	3 - Somewhat implemented	Differing expectations and requirements across members	Improve internal communication and support for extracurricular work Develop benchmarks and protocols to identify areas of student competency Deepen understanding of data (test scores included) as a tool	
Healthcare Training Event	5 - Fully implemented		None.	
Introducing Best Practices: I-Best in Adult Education	2 - Mostly not implemented	steep learning curve; staffing issue	Participation in I-DEA conference/workshops August 2017 Offer more professional development activities through PLCs and PACs	
Transition Services Training (ongoing technical assistance)	4 - Mostly implemented	Need more cross-institutional support Interplay of numerous support services and departments Common understanding of student-centered services not yet developed	Unbundling support for students to better meet the needs of sub-cohorts. Regular meetings with representatives from the five regional consortia. Best practices, opportunities and challenges are discussed regularly. Develop a clearer understanding of various assessments (Common Assessment Initiative; Multiple Measures Assessment Project; Prior Learning Assessment) Assign a designated counselor at each college campus Collaborate with data analysis/data integrity staff on exit surveys and interviews	Technical assistance on how various assessments relate to each other

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.

Create a clearer decision-making process, with clear mechanisms for reviewing information, making decisions, and communicating information back to all stakeholders

Create a joint advanced ESL and ABE PLC to explore entrance and exit expectations and to share strategies to encourage ESL students to transition successfully to HSE/HSD programs.

Plan an Adult Ed Week with a celebratory street fair and mini-workshops on the following topics:
Cultural Competence
Using TopsPro, ASAP and other student information systems as a student-centered tool
Adult Learning - The research behind it
How to provide student-centered services

Provide at least three professional development opportunities on data collection and analysis to ensure staff understand how to use information

Super region counselor/student support services summit August 22, 2017

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?
Active partnership between East County Education Alliance and Consortium	3 – Somewhat implemented	Incomplete understanding of existing support structures and initiatives exclusive focus on fast-tracking students into college (when there are also students who decide not to or cannot attend college)	Help all stakeholders, members and partners understand the role adult education in general, and GAE more specifically play in creating pathways for all learners and equitable Develop a shared position and perspective on high-quality options for students who do not complete high school. align efforts through pathway initiative	
All-stakeholder celebration event (Adult Ed Week)	4 – Mostly implemented	Outreach takes time and patience.	Make Adult Ed Week a bi-annual event, bringing together lifelong learners, college students, and the regions various communities Strengthen outreach efforts through social media and website presence, and through presentations at local stakeholder sites.	Provide promotional materials that focuses on adult ed as a partner of and as distinct from K-12 and college programs
Bi-annual meetings on local labor market needs	2 – Mostly not implemented	differing needs and interests make it difficult to bring everyone at the same table	Help all stakeholders, members and partners understand the role adult education in general, and GAE more specifically play in training future employees Develop a shared position and perspective on high-quality options for students who do not complete high school Find a common language	Provide promotional materials that focuses on adult ed as a partner of and as distinct from K-12 and college programs
Development of collaborative initiatives	3 – Somewhat implemented	dissimilar funding streams and requirements	Hold super region forum for student support and transition services Co-facilitation of college and career exploration events (continuation) Develop stronger connections to CBO providers that can offer culturally and linguistically accessible supportive services. Provide more intensive level of support and preparation to be successful in navigating AJCC Develop "earn and learn" opportunities Develop a means for public systems to work intentionally and institutionally with community- and faith-based organizations to engage and support youth and their families Expand understanding of options and opportunities for youth with tenuous immigration status.	
Development of job readiness modules	3 – Somewhat implemented	Assumptions on what constitutes readiness differ (sometimes from silo to silo)	Review and then expand work based learnings (e.g., job shadowing) Expand use of open education resources with easy access for students ELL students are less likely to walk into an AJCC. Even when they do, they struggle to access and persist in services.	
Introduce class for Adults Training for Child School Success	3 – Somewhat implemented	We are still working on better meeting the needs of adults/parents and on coordinating with local school districts.	Dissemination of survey to local school districts and neighborhood communities. Development of intensive, 4 to 6-day long workshop (spread across 4 to 6 weekends) that introduces parents to experiential learning and non-cognitive and cognitive methodologies. Develop new tools for assessment of prior learning	Clearer definition of program area and anticipated outcomes. Technical assistance on how these outcomes would be measurable/measured. Advocate for additional resources

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

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

Deepen promising partnerships between Title I providers, Title II providers (GAE), immigrant-serving CBOs (IRC, CC, AAA), and SDWP through English Language Learner Navigator Project. The project is designed to better connect with, serve, and support ELL adults who need additional skills, training, and assistance to secure and retain living wage jobs in growing industries.

Align data definitions and processes among AEBG, WIOA title II, and Community College providers.

Partner with the City of San Diego, SDWP and GCCCD on the TechHire initiative, designed to help young adults to begin careers in coding and cyber security

Facilitate an "Education Day" for the East Region Chamber of Commerce Leadership Program to engage the region's business community in opportunities made available through the consortium

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	$7,819,751	$7,819,751	$0
2016-17	$7,866,672	$7,441,495	$425,177
Total	**$15,686,423**	**$15,261,246**	**$425,177**

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

We have worked tirelessly and collaboratively on allocating funding wisely and timely. Program development and expansion of transition services happened primarily at Grossmont Adult Education, and we were fortunate in not facing any major challenges.

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

Remaining funds are allocated and scheduled for payment of transition specialists and embedded tutors (non-instructional salaries; tutors to be hired in the beginning of the fall semester); for development and dissemination of marketing materials (videos and print materials); and for a series of professional development events and training (I-DEA/I-BEST; cultural competence; digital literacy; guided pathways). Decisions have been made collaboratively and with approval by the governing board.
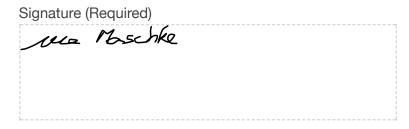
Section 3: Certification and Submission   −

*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)

Uta Maschke

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