22 Imperial | 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)

Year two of the Adult Education Block Grant provided Imperial County Adult Education Consortium (ICAEC) members the opportunity to continue to collaborate and set common goals to provide adult learners access to high quality educational opportunities that appropriate and accessible. ICAEC members met regularly to review past/best practices, including graduation requirements, manage funds and make decisions to benefit adult learners across the county. Services have increased across the county and collaboration between members continues to strengthen. ICAEC members are focused and committed to ensuring that adult learners receive tools and resources to obtain necessary skills and knowledge to be successful in college and career.

As a result, ICAEC has accomplished the following in the 2016-17 school year:
·   Increased courses and class offerings in the areas of ESL, HSE, HSD and CTE across the county
·   Increased enrollment in Adult Education programs
·   Implementation of Pre-Employment Skills workshops in collaboration with Student Success Specialists at Imperial Valley College
·   Implementation of ASAP, CASAS and TopsPRO
·   Implemented a more aggressive marketing plan to inform community members of opportunities through adult education
·   Implemented Data and Accountability funds to enhance technology and systems to collect accurate data
·   Provided professional development opportunities to adult education teachers and staff
·   GED and HiSET Testing Centers are available

The goals of the ICAEC for the 2017-18 school year are as follows:
·   Increase the number of High School Diploma/High School Equivalency completers
·   Continue to increase the number of course and class offerings to provide accessibility throughout the day/evening
·   Continue to assist adults learning English to support their children in school, and/or gain/advance employment and education opportunities
·   Continue to refer adult learners to training centers and postsecondary options
·   Implement instruction in the area of English Literacy Civics to understand and navigate governmental,

educational, workplace systems and key institutions, such as banking and health care

· 	Implement basic computer skill classes with a focus on internet searching, social media, word processing for creating resumes and job applications

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.
Additional course offerings in ESL; varying levels and varying times throughout the day/evening	Local data, retention rates and student tracking systems	Tracking of local data and student tracking systems.
Career Technical Education course offerings	Local data, Workforce Development data and partnership, CTE Advisory Committees	Use local data to identify CTE courses that would benefit students and enable them to be employable upon completion of GED/HSE. We will measure progress and effectiveness by tracking the number of courses scheduled for implementation across ICAEC sites and the number of students attending and completing the courses.
Understanding and accessibility of postsecondary options and employment opportunities	Student Success Specialists data and information, number of graduates enrolling in postsecondary options or gaining employment or increase in wages	Use local data from the community college and workforce readiness partners. Additionally, implement pre- and post- tests for students who attend Workforce Readiness Workshops.
Programs for students with disabilities	School site data	Schools are offering many services and accommodations for students currently however that is not being captured in student information systems. To measure student progress, sites will work with SIS to ensure that students are being input and monitored appropriately.

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.

ICAEC members have identified gaps and strategies increase capacity in these areas including the need offer more courses at more/varied hours of the day, the need to collaborate with more agencies who provide services to adult learners in the areas of postsecondary education, workforce and employment preparation and increase offerings in CTE courses that provide a path toward a certificate or degree. ICAEC members also see a need to access more information and support to provide services to students with disabilities effectively and appropriately.

The ICAEC plans to hold collaborative meetings with community service agencies to develop a strategic plan to identify resources and systems to connect staff, students and families to services. Some of the agencies identified for collaboration are: SELPA, IC Workforce Development, Department of Social Services, Imperial Valley College, Imperial Valley Regional Occupational Program, and other local agencies.

ICAEC will work collaboratively with local community college to provide ongoing workshops and dissemination of information regarding postsecondary options.

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?
ESL Classes & Programs	5 - Fully implemented	ESL classes and programs are implemented and ongoing across all ICAEC sites. The challenge has been increasing the number of courses and times to offer courses across the county. Even when looking to expand course offerings, finding teachers is often challenging.	Expansion is definitely a priority. ICAEC sites are regularly discussing how to expand services and offerings; oftentimes looking at ways to collaborate to provide services. Discussions surrounding marketing the opportunity to teach courses to retired educators and other community members has taken place. ICAEC members will continue discussions and look at data to identify greatest need to plan for implementation of additional courses.	Options and support to identify innovative practices to expand course offerings and alleviate the constraints on space availability. Teacher identification and marketing ideas to identify qualified professionals to teach courses.
Student Success Specialist Orientation & Presentations	4 - Mostly implemented	Presentations were done at most ICAEC sites.	Student Success Specialists will coordinate with each site to schedule a calendar of events for the year. There is a desire to implement additional presentations and SSS staff have developed a series of sessions known as Pre-Employment Workshops which include development of a portfolio for each participant at the end of the sessions. All sites have committed to providing this to all students and will be implemented across all ICAEC sites.	Information from other AE programs on best practices would be helpful. Opportunities for collaboration.

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.

Explore EL Civics as a potential intervention/service to provide for students prior to exiting GED/hiSET/ESL programs to develop skills and abilities to navigate governmental, educational and workplace systems.

ICAEC will strengthen partnerships with workforce development and local community college to develop a plan to provide opportunities for adult learners to explore options for entry into the workforce and/or postsecondary options.

ICAEC will connect with local service providers to collaborate on opportunities to provide adult learners access and exposure to employment/educational opportunities; higher education weeks, employment fairs, etc.

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?
Enroll adult learners in CTE classes	4 - Mostly implemented	Enrollment in existing CTE courses has not been a challenge. However, implementation of CTE courses in non-existing/new areas has been a challenge. Sites are still considering the ability to offer high quality CTE courses. Additionally, finding CTE teachers to teach the courses are a challenge.	In the new year, we plan to review existing offerings in conjunction with local data showing greatest workforce areas of need in Imperial County. The consortium will work collaboratively to identify one new, potential CTE course to implement and the location/site(s).	Best practices when implementing a new CTE course. Assistance with identifying and enticing teachers.
Offer flexible enrollment for HSE & HSD students	4 - Mostly implemented	Course offerings in HSE and HSD have increased and enrollment is flexible; student may register at any time. Increasing course offerings creates challenges with securing teachers and space.	ICAEC sites are expanding and adding additional technology and infrastructure to meet the demand.	Support to identify teachers and also make the credentialing process more accessible.
Offer HSE Testing & Hi-SET Testing	5 - Fully implemented	Central Union Adult School has implemented HiSet testing and is the first site to offer this option. Due to size, all consortium members agreed to start with one center and based on growth/need, other sites may be considered in the future.	None.	Data on how students do on HSE v. HiSET
Offer leveled ESL courses	4 - Mostly implemented	Leveled ESL courses are being offered at most, but not all ICAEC sites. Some sites are experiencing more demand and making rapid changes while others are slowly upgrading their offerings.	Continue to monitor need and demand for increased offerings.	
Offer Online Diploma & HSE Cousese	4 - Mostly implemented	Most ICAEC sites implemented and are fully on board with online courses. Some sites are still working toward this and equipping their sites to provide this option.	Consortium members will continue to support one another to make online courses accessible across all centers.	

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).

ICAEC has looked at practices related to graduation requirements and has worked toward implementing comparable practices and requirements. Some ICAEC sites have modified their graduation requirements to be more aligned to the state requirement. Since there is a significant amount of mobility amongst adult learners in Imperial County, ICAEC members will continue to work to provide comparable requirements to ensure seamless transitions between ICAEC sites.

Explore CTE options and increase course offerings at ICAEC sites. Adult learners are accessing CTE offerings where available and progressing through programs. ICAEC is interested in expanding offerings to other sites to provide access to participants across Imperial County and will explore options for classroom expansion to house additional courses.

Implement strategies such as providing childcare and bus vouchers/transportation to address barriers and improve attendance and persistence. Several members reported attendance and persistence as a challenge. By expanding offerings throughout the day and combining it with support for child care and transportation, we hope to see an increase in attendance and persistence.

Empower teachers and other school site staff with information and resources to provide ongoing guidance and support to assist students in navigating the path toward graduation and postsecondary options or employment.

Explore adding one additional HiSET testing site to provide adult learners an additional testing option.

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?
College faculty will participate in collaborative professional development opportunities with K-12 Adult Education (AE) teachers	2 - Mostly not implemented	Opportunities for collaboration have been minimal. IVC utilizes AEBG funding specifically for AEBG Student Success Specialists.	None.	Share best practices of other consortia who work collaboratively between community college faculty and adult education centers.
Contract with ICOE for Adult Education Teacher Professional Development	5 - Fully implemented	We experienced few challenges implementing these professional development opportunities. Training staff had limited knowledge of adult education programs but have attended workshops and worked diligently with AE staff to ensure strategies implemented were appropriate.	We are planning to expand the number and type of workshops offered by ICOE to our staff in the new year at different times to accommodate AE teachers.	More workshops for practitioners/trainers.
Opportunities to attend conferences as they arise	5 - Fully implemented	Our challenge in Imperial County continues to be proximity. Due to our remote location, sending staff to attend conferences outside of the county poses additional costs/challenges. This is a challenge that we are familiar with and do our best to navigate to ensure our staff is equipped with the most current information and resources necessary.	We will continue to administer a staff survey to assess professional development needs/wants. Additionally, we are exploring more options to provide PD locally; contracting with local entities and inviting other agencies to provide on-site trainings. We'd also like to build capacity with our staff to empower them to do peer-to-peer training.	Opportunities to build capacity - trainer of trainer workshops More trainings/workshops for tools for teachers and other staff
Professional Development one day training summit for all of the Adult Education teachers working under the Imperial County Adult Education Consortium	5 - Fully implemented	We experienced very few challenges due to our strong partnership and collaboration as a consortium. We also have a strong partnership with our local colleges which lends itself to us working together to provide rich opportunities to our educators.	We are planning to expand our agenda for the day to include professional development in other areas to include personal/social development and resource development. Knowing that our students often come from challenging situations, it is the goal of the consortium to equip staff with tools and resources to empower students to receive support in all aspects of their lives.	More information on trends in adult learners would be helpful in selecting topics to focus on. Additionally, information on speakers with experience in adult education to invite to address our staff would be helpful.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

> Continue to implement the ICAEC Summit for Imperial County adult learner providers.

> Continue to send ICAEC staff to conferences out of county.

> ICAEC continues to focus on providing professional development for staff and is committed to expanding offerings for teachers to strengthen teaching strategies. Additionally, knowing that adult learners may be dealing with other challenges, providing AE staff with tools and resources to connect students with local resources to alleviate some of the barriers to attending and persisting in their quest for their education.

> ICAEC will continue to work with local trainers to provide ongoing PD locally.

> ICAEC will expand topics to include professional development in personal/social development, employment and mental health.

> ICAEC will explore additional opportunities to invite trainers to provide PD for staff.

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?
Meet with local agencies for resource & referral	5 - Fully implemented	No challenges. Partnerships with Workforce Development and One Stop have been successful. Student Success Specialists do outreach and connect with local agencies and have developed strong relationships and processes for resource and referral.	Strengthen partnerships and increase services for our students.	Best practices for strengthening partnerships.
Partner with One-Stop to provide classes	5 - Fully implemented	Challenges were few in implementing a partnership with One-Stop. To the contrary, a collaborative partnerships was strengthened and services continued.	ICAEC members will continue their partnership with One-Stop and will work strategically to communicate needs and opportunities for further collaboration.	More information about best practices.
Pilot ESL and basic skills acceleration programs	2 - Mostly not implemented	Curriculum development procedures and timeframe. Progress is being made and courses should be submitted for approval this academic year.	Course to be submitted this academic year.	Data on basic skills acceleration success/challenges.
Resource & referral with Imperial County Free Library	5 - Fully implemented	The process to secure the MOU was a challenge. ICAEC implemented a seamless, timely delivery of MOU however the process was delayed due to going to city/county level approval. Services started immediately after approval.	None.	Best practices of other comparable partnerships.

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.

> ICAEC plans to implement bi-annual meetings with local resource providers via the ICAEC Resource Management Meeting where all resource providers will come together with ICAEC members to showcase offerings and strategize how to best use with adult learners in Imperial County.
>
> ICAEC will develop a local ICAEC Resource and Referral list (one sheet) to be housed and used at all ICAEC sites. Teachers and other staff will receive a briefing on the resource list and support for how to use with their students.
>
> Strengthen partnerships with local partners to provide additional support, resource and referral.

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	$1,815,089	$1,785,797	$29,292
2016-17	$1,846,657	$1,484,359	$362,298
Total	**$3,661,746**	**$3,270,156**	**$391,590**

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

> For 2015-2016, two districts experienced challenges recruiting and hiring qualified teachers and space to hold additional course offerings.Since these districts are located in remote areas and one program is being re-established after being cut due to budget constraints before AB104, their progress has been delayed when compared to other ICAEC sites. For the 2016-2017 fiscal year, some contributing challenges related to spending or encumbering funds have been predominantly in hiring qualified staff to teach courses and lack of facilities to house expansion of classes during the day. Consortium members have been eager to provide additional options for adult learners and looking at innovative ways to provide services. One site in particular has seen a need to provide transportation and child care to remove barriers from students wanting to access classes.

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

> The majority of 2015-2016 funds are expended and are expected to be spent out by December 2017 by utilizing funds to pay for staff, expansion of courses, technology and other supports. For remaining funds from 2016-2017, consortium members reported plans to use remaining funds for things such as teacher salaries, benefits, additional support staff, technology, curriculum, professional development, classroom expansion, and expanding course offerings.

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)

Denise Fabanilla

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