

25 Lassen | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Goal of the Lassen County AB86 Consortium was agreed upon at their February 7, 2014 consortium meeting during the AB86 planning phase, and this goal has remained consistent as we move forward with the Adult Education Block Grant (AEBG):

“To have a seamless way adults will complete their education and employment skills (diploma equivalency and vocational training) to enter the workforce.”

This goal remains a priority as the consortium met to approve funding of mini grants proposals for 2017–2018 and agreed to fund six types of diploma or diploma equivalency programs, a Career Development Pathway program and utilize an AEBG Counselor. To reach the eleven consortium member program sites in two counties that encompass over five thousand square miles will involve hiring more adult educators to travel to the remote regions of Lassen and Modoc Counties to provide services.

The vision of the Lassen County AB86 Consortium agreed upon in 2014 was:

“Providing preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents.”

The vision remains effective as the consortium agreed to fund CTE programs at six school district sites that include programs in welding, automotive, fire science, woodworking, culinary, and computer classes. These CTE fields are in high demand in our regional area and teaching adult learners the basic skills to enter the workforce expands opportunities for growth.

When our regional data was gathered for the AB86 reports it showed the staggering rise in local youth without a diploma (or equivalency), and lack of employment skills to meet the demands of local employers. The Lassen AB86 Consortium decided that diploma completion and employment skills were the top priority to focus on to build a workforce in our regional areas.

Employment skill classes, soft and hard skills, training instructional specialists for schools, parenting skill

workshops, family literacy workshops, ESL and citizenship classes, and workshops for probationers; are some of the AEBG funded programs in our consortia that provide support services, education, and future pathways for adult student success.

Services for adult learners is now being aligned between eight school districts, one community college and two county offices of education that are all consortium members. Also numerous county agencies and business partners are aligning with these school districts to support AEBG programs. The consortium meetings continue to be a forum for planning with local support agencies, educators and staff to meet the needs for adult education in our large service region. The partnership between the Alliance for Workforce Development (WIOA) agency, Health and Human Services agencies, county agencies, the school districts, county offices of education and the community college continue to assist in the referral system for the adult learner's placements and connections to all AEBG programs.

To align all of these educational services is a collaborative effort between the consortium, college, school districts, local agencies and workforce. In our rural counties of Lassen and Modoc the AEBG programs have expanded from five to twenty programs and service more adult learners in our remote regions.

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.
Diploma programs or diploma equivalency (GED or Hiset)	Research done for AB86 planning.	Enrollments in diploma programs and diploma completions or progress to complete.
Literacy and ESL	Research done for AB86 and outreach for class enrollments.	Enrollments in Literacy and ESL classes. Assessment progress from pre and post assessments in class.
Short-term CTE skills	Employer requests for workforce skills in CTE. Research done for AB86 planning.	Enrollments in short-term CTE classes, certificates of class completions. CTE course assessments, job placements.
Life skills, Soft Skills, Parenting skills	Research in AB86 planning. Requests by county agencies for services.	Enrollments in Life Skills and Parenting workshops, certificates of completion.
Pathways to Employment and Education	Research done for AB86 planning. Requests by adult learners, workforce and partner agencies to provide transition services.	Adult learner participation in AEBG programs for education, CTE, and skill based workshops. Certificates of completion.

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.

Diploma programs—the consortium has added five more diploma equivalency programs to outlying school districts.

Literacy and ESL—the consortium now has a Literacy program working with the local Library, ESL classes and adding a Citizenship class offered at the local library and a member K12 school site.

Short-term CTE night classes for adults are now offered at six K12 member school sites. Offerings are in welding, woodworking, computers, culinary, fire science and automotive basic skills.

Life Skills, Soft Skills, and Parenting Skill workshops are offered monthly in both counties for adults. Partnering with local agencies of Cal Works, Alliance for Workforce Development, and county services.

Pathways to Employment and Education will be connected from the eleven consortium sites with our new AEBG Counselor, support staff, Behavioral Health Specialist, and Career Development Pathways programs.

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?
Big Valley High School Diploma	4 - Mostly implemented	None.	The Instructor is consistent in counseling the student's for credit completion and spends time helping students research employment and educational pathways.	Continued AEBG funding for this diploma program.
CA. High School Diploma	5 - Fully implemented	Only one instructor was hired initially, then a second added to travel to school sites in outlying areas. Finding a qualified instructor that had the knowledge to do the CASAS assessment testing and counsel students to enroll was a challenge.	A consortium AEBG counselor with support staff to travel to the outlying school sites to assist the instructor with student support services.	Continued AEBG funding for this diploma completion program that served 33 learners last year.
HiSet prep/testing	3 - Somewhat implemented	Finding qualified instructors to teach the prep classes was a challenge.	Utilizing the AEBG Counselor, the Career Development Pathway Specialist, and Behavioral Health contracted services, and adult learner support staff will be beneficial to assist these adult learners with services.	Continued AEBG funding support for this program.
Lassen High School Diploma	5 - Fully implemented	None	AEBG Counseling for adult learners will be a plus as the night instructor does not have enough time with a class of twenty to stop and do counseling. Career transition services with pathways and referrals for programs will assist learners.	Continued AEBG funding support for this program that served 45 adult learners last year.

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.

With a variety of diploma completion programs that include night or morning classes, online or face-to-face classes, independent study or night classes, high school diplomas, Hiset or GED prep and testing; provides a variety of classes that an adult learner could complete a diploma or equivalent.

Training adults with short-term CTE basic classes and then providing support services to create pathways with educational plans for continued secondary education in CTE or research for employment will meet the transition needs of learners.

A data tracking system is needed across our regional area to effectively track the adult learners from high school to secondary education, employment or career training. Currently there is little or no data tracking aligned between local agencies and school districts. Using AEBG counseling and support staff an integration of a data tracking system is needed for reporting student outcomes.

Adding a Citizenship class to the existing ESL class was the request by the current ESL students. Providing a pre and post assessment testing with CASAS for both of these classes provided the instructor with a benchmark for student skill gains.

New programs for adult to obtain skills needed for employment in the schools and assist school children academically to succeed will be implemented in several member school districts this year. This is a large need in our regional area for school aides and mentors, asked for by our school districts.

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?
Literacy Program	3 - Somewhat implemented	Hiring of qualified staff to work in a Literacy program was a hindrance due to lack of applicants. Staff turnover was not anticipated and put the program further behind.	Outreach and support staff to assist learners to enroll and become aware of workshops or classes offered. Support services for transportation and child care will be offered for parents that would like to attend and need assistance in these areas.	Continued AEBG funds to support the Literacy program that started in 2016.
Steps to Success	3 - Somewhat implemented	Lack of qualified staff to instruct the classes at the college and inside the county jail.	Adding the services of an AEBG Counselor and support services of the Career pathways Specialist, a Behavioral specialist, and support staff to assist the adult student in enrollment and transition services with outreach to promote the program.	Continued AEBG funding for staff to continue program that started in 2016.

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).

Alignment of services for adult learners between school districts, local agencies, and workforce. Adult learners will be advised of local AEBG program classes or workshops in a career pathway leading to employment.

Post assessment of adult learners upon completion of local AEBG program workshops or classes. Earned certificates of completion will be a success for learners and enable them to transition to the next step in a career pathway.

Certificates of completion for AEBG classes or workshops that will be recognized by local employers. The consortium will link adult education and workforce in the community with training programs for employment.

Individualized instruction for diploma completion programs is provided by instructors at six school sites and adult learners will now have the advantage of counseling and pathway transitions to secondary education or employment.

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?
No Data				

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.

Adding a consortium meeting for a work group of AEBG support staff to come together for AEBG data training and sharing of information in our two regional areas.

Combined training for K12 and college staff to maximize the role of the college and high school adult schools and strengthen the programs for adult learners.

Data compliance meetings with each site for a streamlined collection for adult student data required by AEBG. Aligning the best practices for student data collection.

Providing an AEBG Counselor and support staff to visit each AEBG local program site and share information among professionals.

Providing opportunities for each member school district to send an AEBG participant to the AEBG training or Summit so each local AEBG site will full understand AEBG and data compliance procedures.

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?
Adult Education in County Jail	3 - Somewhat implemented	Turnover of staff at both the jail and college instructors. Lack of qualified instructors to teach classes in jail.	Collaborate with other educational schools that could provide qualified teachers able to teach inmates. Provide educational and support services requested by inmates with AEBG support staff.	Continued AEBG funding to fully implement this program.
Health and Social Services	3 - Somewhat implemented	Alignment of support services available to learners from local agencies.	Engage local county agencies in a collaborative meeting to leverage available resources within our region.	Alignment of California state and county agencies with AEBG.
Life Skills Workshops for Probationers	3 - Somewhat implemented	Turnover and lack of staff at the local Probation Dept. prevented the implementation of this program at the Day Reporting Center for Probation.	Alignment with college Life Skills program and Probation Dept. to implement workshops for Life Skills for Probationers.	Continued funding from AEBG to continue this program which started.
Literacy Program	3 - Somewhat implemented	Hiring of qualified staff to work in a Literacy program was a hindrance due to lack of applicants. Staff turnover was not anticipated and put the program further behind.	Outreach to local teachers to work in the Literacy program is providing qualified applicants and a successful tutor base for the program. Continued outreach to reach the community in outlying areas and begin a Literacy class at each site for adults would be a plus. Expand communication outreach to adults to expand the class enrollments is planned.	Continued AEBG funding for this important program for Literacy in our regional area.

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.

- Utilize the classroom inside the county jail for adult education classes provided by the consortium.
- Align services with count social service agencies for adult learner transitions between programs.
- Increase workshop offerings with the Probation Dept. and utilize the classroom at the Day Reporting Center for local probationers.
- Increase offerings with the Literacy Program to reach outlying regional areas.
- Alignment with local Career Network for client counseling and AEBG counseling that assists adults with employment information and opportunities.

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	\$867,080	\$692,490	\$174,590
2016-17	\$892,858	\$381,762	\$511,096

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
Total	\$1,759,938	\$1,074,252	\$685,686

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

For 2015-16:

Due to the late start receiving AEBG funds in 2015-2016, there were additional carryover funds to allocate for mini grants to applying for funds to use in the 2016-2017 year. One of those funded for 2016-2017 using the 2015-2016 carryover funding was the Lassen County Jail with the Lassen Community College Steps to Success program in the mini grant award amount of \$130,980. Due to change of staff and personal leaving both the jail facility and the college that were involved in writing this program, it was not fully implemented. The remaining balance for the jail education mini grant is still in this first year 15-328-21 funded budget. This mini grant is not in compliance with activities to accept the funding at this time. And this leaves our consortium with a large carryover amount in the 5000 category for contract services. Remaining funds in 2015-16 include professional development and travel that was not utilized by staff due to work conflicts of time, and equipment purchases for outlying areas to expand adult distance education classes.

For 2016-17:

Due to trying to expend the 2015-16 carryover funds first, the 2016-17 funds were not expended as quickly. Many of our program mini grants from 2015-16 started mid year and had to use their carryover first and so did not need new funds as soon. The consortium did not hire staff such as a counselor or support staff and relied on school sites mini grants to expend the funds. The Probation Dept. declined to work with the college Independent Living Program on a mini grant award for \$31,000. due to lack of their staff time available.

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

For 2015-16 carryover funds the consortium has asked school district members to implement programs next month that would utilize the funds by mini grant modification in the areas unable to fully implement prior requested program funding. Jail education and probation programs should be fully implemented this fall. Consortium school district members are invited to fully participate in AEBG training's and travel to member sites is encouraged for staff professional development.

For the 2016-17 carryover funds the consortium has approved twenty mini grant programs in the seven AEBG areas for the 2017-18 year. During the first year of AEBG only five mini grant programs were implemented. In the second year of AEBG fifteen mini grant programs were implemented. So the growth of the consortium from five AEBG programs to twenty AEBG programs is considerable for our small rural area. Support staff to service all of the consortium eleven sites is now being hired to service all of the sites. the consortium agreed to hire an AEBG Counselor, Career Pathway Specialist, and contract with a Behavioral Health Specialist to meet the needs of the adult learners. The Probation Dept. is now able to work with the college Independent Living Program this year to implement a Life Skills program and utilize their prior funding to service probation clients.

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)

A handwritten signature in black ink, appearing to read "P. Bowglia", is written inside a dashed rectangular box.

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