

# 30 Mendocino-Lake | 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)

Mendocino Lake Adult and Career Education's (MLACE) mission is to collaborate and share resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational and career pathways and services with multiple opportunities for successful entry and exit. Our three year plan talks about creating these seamless and integrated pathways in multiple ways.

In 16-17 MLACE has filled some major gaps in services in the region, like adding HiSET testing locations, creating new HiSET prep and Diploma Program in Round Valley, new Citizenship and HiSET prep in English in Kelseyville, new programs for parents in Anderson Valley and more. MLACE also focused on outreach to partner agencies and marketing to our student populations. We successfully mapped medical certificate pathways from adults school programs through the community college RN program and created a student facing pamphlet with information on these courses. Finally, we began the process of transitioning adult school ESL and basic skills classes to become community college courses so that we can leverage apportionment to cover instruction costs allowing us to utilize AEBG funds for additional programs at adult school sites. We plan to build off of all of this work in the 17-18 program year.

In 16-17 we transitioned AVUSD ESL to a non-credit dual enrollment college course. Based on this success, we will transition UUSD beginning level ESL to a non-credit dual enrollment college course in fall of 17-18. We also utilized AEBG funds to fund a partnership between ESL faculty at the college and UUSD adult school to develop prep/ basic literacy level ESL curriculum that is aligned with beginning ESL at the college. The goal is to create a seamless transition for students to move from basic literacy ESL at the adult school to beginning ESL at the college. The new basic literacy level ESL will start in fall 17-18, and if successful can be replicated at other adult school sites.

In 17-18 we are working to develop a basic computer skills non-credit college class that can be offered at any adult school location and is an on-ramp to the Business Information Worker certificate at Mendocino College. In addition, we are looking at using the College's HiSET prep curriculum developed for Round Valley to create HiSET prep in Ft. Bragg at the Coastal Adult School.

We will be holding a "Curriculum to Career Summit", in October that will include adult school and community college faculty in our AEBG program areas, support agencies that offer services to our adult population, college CTE instructors and industry representatives from three high growth industry sectors in Mendocino and Lake county. We are leveraging the Career Pathways Trust Grant funding by using CCPT contractors from the Career Ladders Project and West Ed to help plan and facilitate this event. The rapid asset mapping, gaps identified, and work plan will guide the future work of MLACE.

## 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.
Create opportunities to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships	Met twice with machinist industry companies in greater Ukiah Area. Met with cosmetology industry representative from Sacramento re: creating relevant apprenticeship opportunities in Lake County (unsuccessful). All medical career technical education students in our region are required to complete an externship during the program. Established Site Externship Agreements. Work with stakeholder groups (Adviory, referral agencies)	Number of adults participating in apprenticeships and student internships. Data monitoring
Improve access and alignment of HSE and HI SET throughout the region based on best Practices	Created classes in Kelseyville and created testing centers in Mendocino College centers in Fort Bragg, Ukiah FB, MC, and Lakeport (Ukiah and Lake). On going subgroup	Number of participants and passing rates. Data, on passing rates
Develop adult education programs for parents to help their k-12 students	Developed new Parent Education/Family Literacy program in Anderson Valley.	Enrollment numbers and certificate recipients; ongoing attendance; Recommend using an exit survey.
Explore Mendocino College offering courses at consortium sites beginning with C.N.A.	Exploration occurred and was unsuccessful. Lake County Office of Education is exploring C.N.A. courses at other consortium sites. UUSD is also looking at creating a C.N.A. program at Ukiah Adult School.	Enrollment numbers of present courses and develop/offer more classes at other sites
Identify Gaps and redundancies in services and ensure that students have equal access to programs both physically and electronically in Lake and Mendocino Counties.	Lake County Agencies did internal assessment and submitted proposals to fund new programs that previously did not exist including: HiSET testing Center; HiSET prep in English; C.N.A. program; potentially creating a Health Home Aid and Phlebotomy program.	Comparison of programs across all geographical regions to ensure access to core AEBG programs to all students in the district (if population size justifies cost).

### 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.

Complete Rapid Asset Mapping at our C2C summit to identify additional gaps in our pathways from from adult school level courses through CTE at the college and into the workforce. This will include partner agency programs (e.g. WIOA funded programs).

Use the newly developed Mendocino College ESL and HiSET prep curriculum to expand community college courses that can be offered at adult school locations.

Develop non-credit basic computer skills curriculum at the college that can be offered at adult school locations and is an on-ramp to the Business Information Worker CTE certificate at Mendocino College

## 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?
Align the curriculum and cost of all adult programs (CTE, HS Diploma, HiSET testing, ESL) in Mendocino and Lake Counties	4 - Mostly implemented	Common definition of industry and pathways	career summit, looking at braiding funding. Mendocino College created new Adult Basic Education and High School Equivalency course curriculum that will be adopted in Fall 2017 by Round Valley and Anderson Valley	
Coordinate with Mendocino Community College to provide Financial Services Assistance to Ukiah Unified LVN program students	1 - Not at all implemented	UUSD and the Director of Financial Aid at Mendocino College met to discuss the possibility of doing this but Community Colleges are not allowed to offer financial aid assistance to non Mendocino College students. Federal Financial Aid rules do not allow credit hours and clock hours programs to be funded together.	Federal Financial Aid rules would need to be modified	provide model or examples, advocacy to the federal govt
Develop strategies or protocols between partners in addressing gaps in services/ programs	4 - Mostly implemented	We are still learning from each other. Difficulty creating structured time to coordinate schedules and discuss needs and potential gaps or overlapping services.	Develop protocols, continue processes in place with work groups.	
Take the consortium to the public with a marketing and outreach strategy that targets potential students, employers and counties	4 - Mostly implemented	The Director has completed outreach to the following Agency's/ organizations: Workforce Development Board, MPIC, Mendocino College Managers, all school district school boards, CalWorks case managers, Lake county counselors network, Mendocino county counselors network, Ukiah Unified counselor meeting, Redwood Community Services, the Community Foundation of Mendocino County, Probation re-entry program, Coyote Valley, Pinolville Vocational Rehab counselors. We are still waiting for all of our marketing materials to be fully developed to begin full implementation of our marketing plan.	continue work with marketing company to complete plan, look for opportunities to be present at community events.	Common definitions between partners and coordination of CCCC & CDE

**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.

Implement the new prep/ literacy level ESL class at UUSD with curriculum that is aligned with beginning level ESL at the college. If successful look to offer this at other adult school locations.

Create the curriculum for new dual enrollment non-credit basic skills courses that are an on-ramp into the college Business Information Worker certificate at the college.

Based on new guidance from state AEBG policy white paper on data and accountability, align assessments and placement tests across delivery systems.

Use the C2C Summit to identify all assets that exist in our current pathways from Adult School level courses through CTE at the college and into the workforce. Use these maps to identify priorities to create seamless transitions from MLACE programs through post-secondary and into the workforce.

**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?
Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to indicate progress points	4 - Mostly implemented	Stronger connection with workforce and educational/training advancement opportunities following completion of education and career training programs. Alignment of curriculum Tie employers to current training programs (externships, job shadow, etc)	Continue specialized sub-group meetings. Have our consortium-wide adult and career education counselor become more involved at each site. Integrate new AEBG student objective requirements as an opportunity for goal-setting for adult students. Agree , Completion of work at Summit	Clarification on Dual Enrollment

**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).

Expand the I-Best model/ contextualized ESL beyond Auto at the college (E.G. ESL for restaurant workers)

Explore the college allowing pre-requisite credit for the R.N. program for completion of short term medical certificate programs at MLACE partner locations.

## 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?
Send consortium to BEST Plus Training	5 - Fully implemented			

### 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.

Attend professional development that focuses on how educators can assist in reinforcing soft skills as part of classroom management.

Notify AEBG partners of any professional development training that are open to any partner staff to attend (e.g. TE / data training this fall)

## 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?
AEBG Program outreach to WIB, Social Services, CAL Works, EDD WIOA, Title II by consortium members to share AEBG implementation and scope of work	5 - Fully implemented	N/A; outreach to all stated agencies has been completed and more.	Agencies will be invited to attend our Curriculum to Careers summit to participate in asset mapping that will allow us to really see all of the resources that exist across all agencies that serve adults. We expect that an action plan will result from that summit that will help us leverage all of the communities 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.

Leverage the Career Pathways Trust Grant to facilitate a summit that will help us complete rapid asset mapping across MLACE, College CTE and agency partners

Use the C2C summit to identify how partner agencies can best work together to utilize each others existing programs rather than creating redundant services.

Braid college apportionment with AEBG funding to expand course offerings at Adult School locations.

## 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	\$1,399,563	\$1,399,563	\$0
2016-17	\$1,422,579	\$417,010	\$1,005,569
<b>Total</b>	<b>\$2,822,142</b>	<b>\$1,816,573</b>	<b>\$1,005,569</b>

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

MLACE created an internal mini-grant giving process for non-MOE funds. We call these "project based funds". Over the past year, MLACE Agencies have submitted proposals for on-going programs/projects. These projects we then reviewed and approved (or revised or denied). The implementation of these process gives MLACE significant over site of the funds, allows us to know what each other are doing and ensures internal accountability. However, this delayed the initial spending of our project based funds. We are on track to spend our funds before the ultimate deadline each year.

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

We will be spending remaining 16-17 funds for project based funding and 17-18 funds for previously MOE funds. We will completely spend 16-17 funds by June 30, 2018.

## Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

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

### Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)





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