

31 Gateway (Merced) | 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)

GAEN community partners for 2017-18 included Merced and Mariposa County Workforce Investment, Human Services Agency, California Department of Rehabilitation, Merced County Adult Literacy Program , Mental Health, local labor union representatives, Central Valley Opportunity Center and Kings View Work Experience Center. In 2017-18, more information will be gathered from local employers and certifying agencies as the consortium works toward Career Technical programs leading to industry-recognized certification.

The majority of the member districts in GAEN will offer ESL to enhance adults' proficiency in English and allow them to advance in their careers as well as connect with their children in a school setting. The classes will all be delivered at elementary or high school sites. In addition, at some of the schools, there will be classes for adults who wish to complete their high school diplomas or earn an equivalency certificate. Merced Adult School operates a testing center for both the GED and the HiSET tests. Merced County Office of Education will continue to build on Career Pathways in Early Education, Logistics and Warehousing and Construction Trades leading to apprenticeship. In 2015-16, Merced College met with the California Division of Apprenticeship programs and trade union represent The Gateway Adult Education region consists of a large, but lightly populated area in the San Joaquin Valley of California. Mariposa County was incorporated into the region and is the most sparsely populated area with a square mileage of 1,463 and a population of 17,755. Many Mariposa County residents do not possess necessary job related skills or job related requirements to gain and/or maintain employment. Some of the required skills included a high school diploma, English language communication skills, and technology related operational and interactive skills including computer related communications.

Merced Community College, Merced County Office of Education and the nine school districts in the region served many students in the Spring of 2017, and will assist hundreds more students to attain academic and technical skills leading to self-sufficiency through their efforts in 2017-18.

Restoring basic education services including English-as-a-Second Language, Adult Basic Education, High School Equivalency and High School Diploma after many were eliminated during flexibility was and continues to be top priority for the region. Basic education services and short-term Career Technical classes and workshops were offered to help students inch closer to employment. These included CPR/first aid and ServSafe certification opportunities. The short-term CTE courses were designed to operate concurrently with basic skills training to motivate and accelerate student progress.

In 2015-16, research on the status and gaps in the region revealed a need for counseling services, and these were added at some of the regional schools. Between July 1st and June 30th 2016-17, _____ adult learners were served by new and expanded programs. To assist attendance, transportation and childcare was offered at some schools and those support services will be continued and enlarged for 2017-18.

Marketing strategies including large banners, a regional adult education catalog, radio interviews, flyers distribution throughout Merced and Mariposa counties' elementary schools and advertising and open house-style orientations were used to attract students throughout the area region.

Building services for Adult with Disabilities and pre-apprenticeship courses will be a high priority for 2016-17.

Unfortunately, services to Adult with Disabilities in the Merced County area are fractured, and the task of partnering to provide student support has been explored but has been thwarted by the lack of cohesiveness in the field as a whole.

A Bridge Program was listed as a need for planning in 2016-17 and implementation will be modified and carried out this year. A consortium wide Job Developer has been hired and will begin work in the 2017-2018 year. He will work with each consortium member to receive referrals from instructors on students nearing completion in ESL and GED/Diploma programs. The Job Developer will work to develop individualized learning/work plans with students to ensure a smooth transition into additional training/education, employment or member resources to help the student succeed. Merced College also plans to increase student wraparound services to include referrals to community support agencies and to encourage transfer from noncredit to credit and completion.

The additional categories of "Adults/Older Adults Re-entering the Workplace" and "Adults Training to Support K-12 School Success" were incorporated to a small degree in 2016-17, but will be expanded in 2017-18. Merced Union High School District will continue to partner with K-12 districts within their boundaries to offer classes for parents learning English and effective interaction with their children's schools. In Dos Palos, adult learners were taught how to access the parent portals to see their students' progress. CTE courses are being expanded and/or added through MUHSD, MCOE and Merced College to help adults gain new skills to reenter the workforce or upgrade their employment.

Realistically, for the next year, most of the districts in the consortium will continue to work on developing lasting programs. The challenges will be to recruit and retain part-time teachers, increase student participation, organize students by level and steadily conduct research on the need of adult learners. In addition, the consortium board group will need to continue to collaborate, learn about the mechanics behind adult education and discover new ways to meet the needs of adult education populations.

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.
Incarcerated Adults	Merced Adult School has been contacted by John Latorraca Correctional Facility to start classes. County Sheriff's department attended MAS Community Advisory board. Merced Community College is serving incarcerated adults at Valley State Prison. More than 150 incarcerated males have enrolled in credit classes. Adult basic education has also been offered in the form of noncredit English to prepare students for credit classes. Merced College will begin offering adult basic education at the Central California Women's Facility in the fall, 2017, and will continue at VSP .	Continued collaboration with the facility to expand and start classes, including facilities, materials, teachers, and start date. Enrollment of students in adult basic education classes at VSP and CCWF. We will also measure progress by developing a baseline of data for transition of adults into credit classes.
Adults with Disabilities	Merced Community College serves adults with disabilities in both adult basic education (Reading and Computers) and vocational preparation and work readiness. Merced College is seeking a coordinator to help educational providers work more closely with other partners in our service area to reach out to adults with disabilities. and MUHSD...	Progress will be indicated via headcounts of adults with disabilities served in the region, and comprehensiveness of services provided (including work readiness, mentoring, transportation, and life skills).
Professional Development	The GAEN partners are committed to training faculty on assessment measures, and on teaching faculty about transitional services.	Progress will be measured based on numbers of individuals who participate in professional development activities, and on number of faculty who participate in training activities.

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.

Consortium wide trainings: Trainings are needed regarding assessment methods, data reporting and accountability and effective instructional methods.

Addition of Job Developer who will organize and facilitate annual advisory meeting with all of the consortium partners to ensure that we continue to meet regional adult education needs.

Consortium members will ensure staff participation on webinars, live training and other trainings offer by TAP.

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?
Shared counselor	3 - Somewhat implemented	Consistent collaboration between MAS and MCC. Dates provided in advance for FAFSA and Registration support.	Individualized Learning Plans	
Integrated training and education	4 - Mostly implemented	Provide Exams for Industry recognized certifications for Solar Installation and Medical Administrative Assistant.	Outreach to employers in the industry	
Job Developer	4 - Mostly implemented	delayed posting of position and final hire had to work out his existing contract	The position has been hired and will begin work.	
Survey Employment Agencies and Business owners	4 - Mostly implemented	Some Business owners were surveyed and as a result, MUHSD will be offering the Employment Academy class. The adult students will develop the skills and abilities necessary for success in 21st-century society.	Keep trying to ensure that more agencies/business owners participate in the survey	

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.

Consortium wide Job Development Specialist was hired to start in July 2017. The Job Development Specialist will provide employment and job search services for adults with potential barriers to employment. The Job Development Specialist requires competency in pre-employment activities such as instructing clients on accessing local labor markets, job search skills and resume writing, researching and locating employers with potential job offerings, and matching student backgrounds with jobs. They will receive referrals and/or recruits student-clients who qualify based on participation in adult education courses, and who need additional support to access the local job market. The Job Development Specialist will use a variety of program assessments to Assess student-client skill levels and aptitudes. They will discuss job, career and postsecondary opportunities in the local markets based on the assessments and suggests skill upgrades.

Continue to build articulations with MCCD for CTE students enrolled in our courses.

The consortium will be able to utilize common assessment data to assist with transitioning students from the adult school partners to Merced College credit programs. Transitions Counselors will be very helpful in reviewing assessments and assisting with applications and placements to Merced College.

MUHSD will be offering the Employment Academy class. The adult students will develop the skills and abilities necessary for success in 21st-century society.

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?
Integrated basic skills and CT	4 - Mostly implemented	Provide Exams for Industry recognized certifications for Solar Installation and Medical Administrative Assistant.	Outreach to employers in the industry	
VESL	3 - Somewhat implemented	Qualified staff to teach the class	Outreach and recruitment of qualified teachers	

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).

Addition of Job Developer to work with each consortium partner to receive referrals from instructors on students nearing completion in ESL and GED/Diploma programs. The Job Developer will work to develop individualized learning/work plans with students to ensure a smooth transition into additional training/education, employment or member resources to help the student succeed.

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?
Staff training	3 - Somewhat implemented	The different schedules for the staff As programs were getting started, the partners were heavily focused on the implementation of assessments and on other aspects of consortium management and therefore had little time for faculty professional development	Provide training at more convenient hours, evenings, Saturday, webinars, etc. Consortium members will attempt to implement additional professional development activities.	

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.

A consortium-wide faculty summit was discussed briefly in the summer of 2016, but there was very little time to devote to its implementation. IN 2017-18 the consortium will try to put in place a regional conference.

Consortium members that attend a professional development provide a summary of training to the consortium for possible consortium wide PD.

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?
Community partner meeting	3 - Somewhat implemented	Scheduling meetings with community partners.	Consortium members will continue the efforts to develop good collaborations with different community members throughout the region	
Advisory Committee Meeting	4 - Mostly implemented		MCOE and MUHSD will continue working on increasing the participation of community partners to the committee meetings.	
Refer students to WD	3 - Somewhat implemented			

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.

- Consortium members will continue the efforts to develop good collaborations with different community members throughout the region
- MCOE and MUHSD will continue working on increasing the participation of community partners to the committee meetings.
- Merced College will be hiring a Disability Services counselor/coordinator to develop the job coaching program and to implement job coach training.

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	\$3,087,817	\$0	\$3,087,817
2016-17	\$3,137,143	\$0	\$3,137,143
Total	\$6,224,960	\$0	\$6,224,960

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

The partners are all working to expend funds. However, it has taken a long time for some partners to implement adult education in their service areas. As a result, we will be addressing unspent funds in 2015-16 and 2016-17 in order to assure that funds are leveraged and that the maximum number of adults are served.

It is difficult for some consortium members to track expenditures. Merced College will continue to serve as fiscal agent for the consortium in order to track and monitor expenditures.

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

The GAEN Consortium Board will review unspent funds at its August meeting and will address reallocation of funds to cover new or expanded activities.

Section 3: Certification and Submission

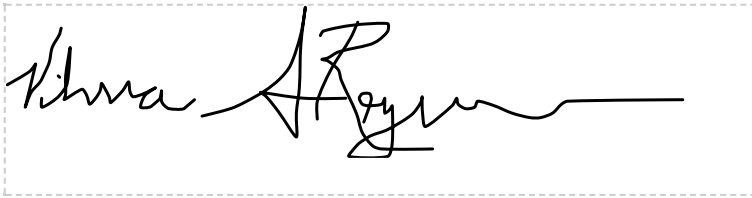
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

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 "Khema A. Roy", is written inside a dashed rectangular box.

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