

34 Mt. San Antonio | 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 Mt. San Antonio Regional Consortium's vision remains focused on the alignment of services, leveraging resources, and accelerating progress of students throughout the region, including the development of career and college pathways and employment of workforce sector strategies. The progress and expenditures on goals from the prior year are consistent with the objectives from the 3-year Consortium Plan.

The Plan's highest priority has been to expand services and program offerings. There has been strategic growth by offering additional course sections, expanding program breadth, and developing new programs such as Adults with Disabilities, re-entry programs, and adults supporting children's academic success. Expansion has included summer school, evenings, and weekends, thus reducing the length of time students require to complete programs. Some CTE fee-based programs have increased student access by achieving COE accreditations and eligibility to provide federal financial aid. Consortium members are now hitting budgetary thresholds and unable to expand further.

Improving student services is a goal of growing importance. Given the populations within our region, such as disproportionately impacted populations (e.g. English Language Learners and students with disabilities) and students with barriers to entry related to transportation and/or childcare needs, then these services are critical. For the past year, the Consortium's Counseling and Student Services Work Group focused on creating a regional 'best-practices' guideline in supporting adult education students. Their direction for the upcoming year includes stronger outreach efforts to external institutions, to create better bridges to post-secondary programs, and to increase access to resource and support organizations.

The focus on College and Career Pathways is ongoing. Member districts are creating transitional courses and programs using contextualized instructional approaches across program areas. An example of this is a college-readiness bootcamp. In an effort to provide a bridge from the K12 adult schools to the community colleges, Mt. SAC has begun to offer Introduction to College classes taught by college counseling professors. As part of this goal, Consortium members intend in the next year to explore and incorporate the Integrated Education and Training (IET) framework, and to further expand pathways via contextualized, co-enrolled career pathways addressing multiple goal areas, and accelerating student

progress.

A goal highlighted in our last Plan update was the emphasis on improving data and accountability. The Consortium has been steadfast in ensuring that all members have the infrastructure and mechanisms to collect and report required data. As refined metrics are now emerging from the AEBG office, the consortium will engage in regional trainings as well as increasing the data and accountability capabilities for purposes of collecting and reporting student achievement.

A goal still in progress is to strengthen the capacity of the members' educational technology. This goal can be addressed with another consortium goal of consistent professional development. The two consortium-wide professional developments held in 2016-17 included a major focus on using technology tools in the classroom. For the coming year, the consortium will move to support instructors who desire to migrate more instructional process to the digital delivery platform and expand student access.

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.
Elementary and Secondary Education-basic and high school diploma or equivalency need estimated at 53%	Gaps are identified by research provided by the AEBG office. Campuses also interface with local districts to capture non-graduating students.	Effectiveness will be predicated on newly defined state measures.
English as a Second Language need is estimated at 90%	Gap is identified by research provided by the AEBG office.	Effectiveness will be predicated on newly defined state measures.
Career Technical Education population need is estimated at 61%	Gap is identified by research provided by the AEBG office.	Effectiveness will be predicated on newly defined state measures.
Programs for Adults with Disabilities population need is estimated at 98%	Gap is identified by research provided by the AEBG office.	Effectiveness will be predicated on newly defined state measures.

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.

ESL Work Groups are engaging in continued refining of instructional processes and communicating with students to increase retention and persistence to improve overall progress and completion rates for students.

Consortium members will continue focus on reviewing methodologies and expanding resources to improve rates and accelerate time frames for completion. Focus will also expand on integrated opportunities with CTE programs

Continued focus on offering workforce development via Career Technical Education/Short Term Vocational program trainings identified as high wage, high growth, and/or high demand.

Increase activity in the area of regional community partnerships by the consortium to increase potential intake of students and placements/transitions for program completers.

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?
Create viable communication paths	4 - Mostly implemented	New leadership at member sites and their acclimation to the adult education system remains a challenge.	Our Consortium will continue to refine processes for improvement by surveying members on effective processes and adjusting accordingly.	The state can support with promotion of best practices in this area and training for responsible staff members.
Develop standards for curriculum based on faculty input & state standards	3 - Somewhat implemented	CTE is challenging as programs are specific and more finite area meetings have not been held. Rubrics have not been disseminated from the state level to inform local decisions.	Faculty members in respective work groups will continue meet and review classroom alignments, finite CTE subject are meetings will be coordinated or piggyback on subject advisory meetings.	Clear guidance from the state and assigned subject area experts who can be called on to assist efforts when necessary,
Embed access to student services	3 - Somewhat implemented	Members must determine the scale and scope this activity can be conducted given established resources.	Members will continue to review processes to support embedded services at respective organizational capacity.	The state may be able to establish continue trainings for adult student service professions to improve support quality and delivery
Review and augment current student progress indicators	3 - Somewhat implemented	Progress indicators have not been disseminated from the state level to better inform local decisions.	Professional Development conferences will focus on effect support of student success in progress related indicators when they come out from the AEBG office this year.	Clear indicators from the state on progress to better inform local efforts.
Strengthen existing pathways, establish articulation agreements, and create new, relevant pathways	3 - Somewhat implemented	Members have been implementing as resources permit but most have reached spending limits based on funding.	Schools will continue to refine these processes, consider creative leveraging strategies and sun-setting programs with declining or limited employment prospects to support implementation of promising pathways and programs	The state can create a support structure that informs and assists schools engaged in this process. State-wide articulations could be supported for a fast-track process, high-demand career pathways could be incentivized for implementation.

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.

Establish common metrics with K-Adult partners for students moving across institutions in the region including common report cards and aligned competencies for similar courses and programs.

The Consortium will increase collaborative efforts with K-12 Districts (English Learner Advisory Councils, high school counselors and administrators), local AJCCs and Workforce Development entities including joint meetings, job fairs, and training development.

Interested Consortium members will partner with the college to offer selected courses that can serve as introductory to the college, programs offered, personal benefits, and finance options.

The Consortium will engage in Data Process Review planning for respective consortium Work Group. Staff development related to data collection, interpretation and evaluation to determine trends, gaps and successes for each area and inform program planning and decisions.

Establish and integrate career interest and aptitude assessments in the student services area across the consortium to better support student entry and overall success potential.

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?
Align with consortium members to provide more opportunities for short-term compressed ABE/ASE courses (CAHSEE Prep, HSE Prep, ASVAB Prep, HS Diploma subjects, basic skills and CTE prep bootcamps, computer technology, contextualized courses)	2 - Mostly not implemented	Member campuses have reached the limit of their resources and cannot expand fiscally.	More focus on leveraging resources will be a key conversation of the steering committee for the coming year.	Strategic planning support and best practice sharing for similar efforts. Updated related guidance documents.
Allow for other credit earning options (HS Diploma) such as credit-by-exam, use of college credit courses, adult school courses, work experience	3 - Somewhat implemented	Schools have options although this has not been aligned.	This is for review and planning for respective work groups for the 2017-18 school year.	Success alternative options and guidance from state especially in the area of credit for work experience. Updated related guidance documents.
Learning environments based on contextualized learning	2 - Mostly not implemented	Training had not occurred until late in the school year and schools must also determine options and feasibility with limited resources.	School will be moving forward with planning and implementation based on resources.	Continued support of these types of environments with best practices training and resource options.
Managed enrollment procedures to accelerate student learning	3 - Somewhat implemented	Challenge at most campuses is student support staffing is extremely limited due to stretched resources.	Continued focus for the coming year on refining processes and leveraging resources to support student acceleration.	Continued support of these types of environments with best practices training and resource options.
Regular progress review to accelerate student progress	3 - Somewhat implemented	Better defined rubrics from the state level would have supported this process.	Continued focus for the coming year on refining processes and leveraging resources to support student acceleration.	Continued support of these types of environments with best practices training and resource options.

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).

The Consortium will incorporate strategies to accelerate completion time for students in need of academic improvement and career technical education or HS Diploma/Equivalency via Integrated Education Training i.e. I-BEST model.

Interested Consortium members will partner with the college offer specific courses that will complement an existing or develop new adult education course that are either academic or career technical/short-term vocational that will form Integrated Education and Training opportunities for students (via the I-BEST model).

Distance Learning and supplemental learning options will be reviewed and developed as areas for improvement for Consortium partners.

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?
Conferences, workshops, and webinars	3 - Somewhat implemented	Limited availability, distance (out-of-state), lack of awareness and resources to participate in conferences focused adult education related disciplines	Survey consortium leaders to determine training required for staff. Relevant conferences, webinars and workshops will be promoted on consortium website, and e-newsletters.	State could provide list of recommended conferences by discipline. Top down recommended trainings. Survey by the state at the staff level to determine needs. More statewide or regional discipline focused conferences, meetings and webinars.
Curriculum Meetings	3 - Somewhat implemented	Delivery systems, resource availability, technology and materials vary across the consortium making this a challenging process.	Meetings focused on specific curriculum alignment will be planned. More focus on CTE alignment of similar programs across the region.	The state can create a support structure that informs and assists campuses engaged in the curriculum alignment process. State-wide/level articulations could be supported for a fast-track process for universal courses.
Flex Days and other specialized offerings related to departmental outcomes	3 - Somewhat implemented	The concern for student instruction needs prevail as members consider flex day options with limited resources.	PLC Coordinator will recommend flex day models and activities, instructional time balance recommendations with best practices training and resource options.	State recommended flex day models and activities, instructional time balance recommendations with best practices training and resource options. Updated related guidance documents.
Professional Learning Communities	2 - Mostly not implemented	Most members have not established PLC at the site level.	PLC development connected to Consortium goals and Work Group planning will be a major focus for the coming year.	Support for adult education discipline and focus area PLCs with best practices training and resource options. Updated related guidance documents.
Professional Learning Communities and Regular Faculty Meetings	4 - Mostly implemented	The dissemination of information for the Work Groups to the site level is perceived as sporadic.	Development of staff at the Member site level is a major focus of the Consortium for 2017-18.	Support for Adult Ed PLC's at the Consortium and site level with best practices training and resource options. Updated related guidance documents.

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.

Focus on community partnerships related to student services including intake (increasing referrals from community organizations), outside social need support, and placement partnerships.

Focus on data and accountability for the coming year focused on the new metrics from the AEBG office.

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?
Advisory groups	3 - Somewhat implemented	Prioritization of other activities took precedence over advisory group development.	The Consortium will provide a major focus on the development of these groups for the coming year with refined guidelines supporting participation.	The state could facilitate regional advisory meetings to help consortia establish relationships with community/workforce partners.
Communication, contacts, MOUs, counseling support, curriculum development support, and/or facilities	3 - Somewhat implemented	Lack of resources and personnel.	Several member adult schools are partnering with the college to expand introductory college courses on site. Continued planning efforts to leverage adult education, college, state and federal applicable funding sources.	Support for these types of endeavors with best practices training and resource options. Updated related guidance documents.
CTE Contracts, tasks/activities including guest speakers, review of program courses and feedback of training procedures, internship and externship and training opportunities	3 - Somewhat implemented	Lack of resources to support coordination of various activities.	More planning focus on overall target areas and engaging individual Work Group members to coordinate specific consortium wide endeavors.	Support for Adult Education CTE related endeavors with best practices training and resource options. Updated related guidance documents.
Faculty representatives in advisory groups	3 - Somewhat implemented	Attendance can be sporadic by actual faculty members at times.	More focus and support from Steering Committee leaders to ensure appropriate staff members attend Group meetings.	Support for these Faculty Work Group participation with best practices training and resource options. Updated related guidance documents.
Service learning projects, curriculum design, pathways to college	3 - Somewhat implemented	Lack of resources to support coordination of various activities.	More planning focus on overall target areas and engaging individual Work Group members to coordinate specific consortium wide endeavors.	Support for Adult Education CTE related endeavors with best practices training and resource options. Updated related guidance documents.

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.

The Consortium will host a collaborative workforce development meeting with local AJCC's and relevant partners to determine local employment need requiring trainings that can be developed with member adults schools and/or the college.

Consortium members will seek co-location of AJCC offices, regular site visits by AJCC staff or coordinated visits to AJCC offices by adult students to access workforce services.

Consortium members will actively coordinate with local and regional school district English Learner Advisory Councils (ELAC/DELAC) to connect with limited English parents of school age children

Consortium members will encourage all eligible students to register with CalJOBS for potential employment access and data matching at the state level.

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	\$33,058,421	\$32,338,611	\$719,810
2016-17	\$33,159,800	\$28,525,429	\$4,634,371
Total	\$66,218,221	\$60,864,040	\$5,354,181

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

With the first year of AEBG implementation in 15-16 funds, members needed time to re-create an infrastructure. Approval for hiring and increasing were not immediate and took time. There was a fiscal agent for our consortium funds which also took time to set up the pass-through of funds. In 16-17, spending has been much more efficient due to the establishment of infrastructures and moving towards direct funding.

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

As of June 30, 2017, prior year consortium funds for 2015-16 are 74% expended and will be fully expended by December 2017. 15-16 MOE funds are fully expended. Schools will use any remaining 2016-17 funds for expanding programs, additional staffing, school site improvement, technology/equipment upgrades and professional development.

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