

# 38 Southern Alameda County (Ohlone) | 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 Consortium's vision is to continue to build on the collaborations developed among the consortium members during 2015-2017 as well as to further increase service to the adults in the consortium area during 2017-2018. In 2016-2017, the consortium schools increased their offerings over 2015-2016 levels, including the addition of more classes and classes focused on CTE pathways. The consortium offered additional ESL bridge classes to facilitate the movement of students from the adult school to the college ESL program, building on the success of the class offered in 2015-2016; this included offering bridge classes during winter session. In 2016-2017, the consortium offered a successful Early Childhood Studies course that prepared students to enter the ECS program at the college. Efforts to develop programs in automotive and HVAC were unsuccessful due to an inability to find instructors. The consortium has also begun offering courses as a part of a residential care program. In the area of ABE/ASE, consortium members have laid the groundwork to align curriculum and requirements between GED programs. The AWD workgroup continued its efforts to connect students in the program with job training and placement.

For 2017-2018, the adult schools will continue to expand the number of sections offered, particularly in the area of ABE/ASE and ESL. Program area workgroups will continue to unpack and implement the College and Career Readiness Standards (CCRS) and work to align programs across schools. The consortium will continue to support the CTE pathways in Early Childhood Studies and Residential (Home Health) Care as well as explore the coordination of CTE at all schools. Issues related to implementing CTE programs in HVAC and automotive show the need to work on certifying instructors for these programs. Work on strengthening bridges between the adult school and college ESL programs will continue.

# 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.
Lack of alignment for GED/HS Diploma requirements among schools in consortium	Identified through discussions of ABE/ASE workgroup	Requirements will be aligned between schools
Inability to offer heavy industry CTE programs such as HVAC and automotive	Tried to set up through MVR0P, which has the facilities, but unable to find instructors	Set up process to certify instructors for such programs
Help to remove geographical barriers to student participation in consortium programs and services	Historical data shows unwillingness of students to attend schools outside their geographical area; this also is seen in participation of current consortium programs	Increase number of students from each adult school participating in consortium events

## 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.

Align requirements across adult schools in the consortium for GED and HS Diploma; this will be worked out through the work of the ABE/ASE workgroup and implemented at all consortium adult schools

Work has already been done to clarify requirements for certification to teach CTE programs; CTE workgroup and leadership team members will work with MVR0P to identify pool of potential industry workers who can be trained for certification to teach

Work to develop processes to facilitate student comfort in moving between adult schools - warm hand-off, including sharing schedules

## 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?
Additional CTE Pathways	4 - Mostly implemented	Unable to develop heavy industry and IT pathways due to inability to find qualified instructors.	Focus on certification of industry workers to teach	How do other consortia develop their own CTE instructors?
Collaborative implementation of CCRS	2 - Mostly not implemented	The CCRS is quite extensive, and the ABE/ASE working group did not finish reviewing the different standards in 2016-2017.	Continue the work	
ECS Preparatory Class	5 - Fully implemented	n/a	Offer again in Fall 2017	
Employment Coaching for AWD students	1 - Not at all implemented	Difficulty in finding job placements to coach for.		
ESL Bridge Classes	5 - Fully implemented	n/a	Expand participation by all adult school members	
Professional Development: College Admissions/Enrollment Processes	3 - Somewhat implemented	Providing widespread enough information to reach more instructors and students.	Teacher workshops; more campus visits	

### 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.

The consortium will work again to develop pathways to employment in heavy industry areas such as HVAC, welding, and automotive, focusing its attention on certification of instructors and working with MVRDP. A similar effort will be conducted to develop an IT pathway.

Additional pathways under consideration are culinary (funding is available to remodel the FACE kitchen for such a program) and customer service

Implementing a Health Science Essentials pathway leading to Allied Health programs at the college level; pilot in Summer 2017; two classes scheduled in Fall 2017, one in the day and one in the evening

Implementing a College Prep Writing and Technology class beginning Fall 2017

## 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?
Additional CTE Pathways	5 - Fully implemented	n/a	Expand participation by all adult school members	
ECS Preparatory Class	5 - Fully implemented	n/a	Expand participation by all adult school members	
ESL Bridge Classes	5 - Fully implemented	n/a	Offer again in Fall 2017	

### 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).

Reworking scheduling of Residential and In-Home Care program to reduce the number of weeks for the courses.

Will investigate the use of dual enrollment for courses in the high school diploma program; possible classes to consider include creative writing, world languages, health/nutrition, psychology, and sociology.

## 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?
Conference Attendance	5 - Fully implemented	n/a	Continue	
Technology Workshops	5 - Fully implemented	n/a	Continue	
Workgroup meetings	5 - Fully implemented	n/a	Continue	

### 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 focus for the coming year is the development of processes to help certify instructors for difficult to staff CTE programs. This will include professional development for industry professionals as well as faculty, staff, and administrators at member institutions and the MVRDP.

Consider how best to involve partners and incorporate their participation into professional development activities.

## 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 literacy courses through Alameda County Library	1 - Not at all implemented	Lack of need	On hold for now	
CTE courses through MVR0P	1 - Not at all implemented	Inability to find qualified instructors	Focus on certification of industry workers to teach	

### 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.

We plan to continue to work on the DS/CTE credentialing process to get industry professionals ready to teach CTE courses in HVAC, welding, automotive, and IT. MVR0P has facilities for the heavy industry programs that can be used.

We plan to bring in partners to provide externships.

## 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	\$4,136,784	\$4,105,332	\$31,452
2016-17	\$3,933,260	\$3,698,011	\$235,249
<b>Total</b>	<b>\$8,070,044</b>	<b>\$7,803,343</b>	<b>\$266,701</b>

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

The use of the data funds has been difficult. The consortium is participating in the work of the BACCC in looking for a regional data solution, but that work is ongoing and has not encumbered much spending as of yet.

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

Aside from the data funds, 2015-2016 funds are largely spent down. The consortium members regularly meet to discuss redistribution of non-MOE funds to best serve the needs of the consortium.

## Section 3: Certification and Submission

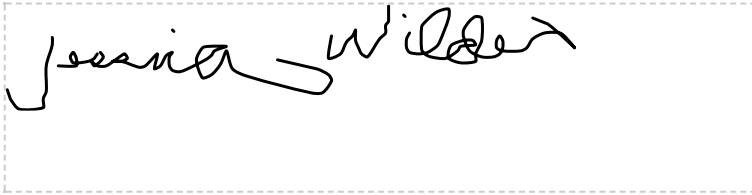
*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.*

*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, reading "Jessica Wilder", is written inside a dashed rectangular box. The signature is cursive and appears to be written on a white background.

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