

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-66	40 San Diego North (Palomar)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Porter, Kathleen	Executive Director, Career Technical, Adult and Alternative Education	(858) 668-4016	kporter@powayusd.com

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Caperton, Donna	Assistant Superintendent, Business Services	(760) 726-2170	donnacaperton@vistausd.org

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Lohman, Dave	Ramona City Unified School District	(760) 787-4301	dlohman@ramonausd.net	10/15/2015
Gagliardi, Dominick	Escondido Union High School District	(760) 739-7300	dgagliardi@euhsd.org	11/17/2015
O'Shea-West, Elizabeth	Vista Unified School District	(760) 758-7122	elizabethosheawest@vistausd.org	11/19/2015
Blanchard, Barbara	Palomar Community College District	(760) 744-1150	bblanchard@palomar.edu	03/08/2016
Porter, Kathleen	Poway Unified School District	(858) 668-4016	kporter@powayusd.com	11/16/2015
Bunker, Mary	San Marcos Unified School District	(760) 290-2555	mary.bunker@smusd.org	08/12/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

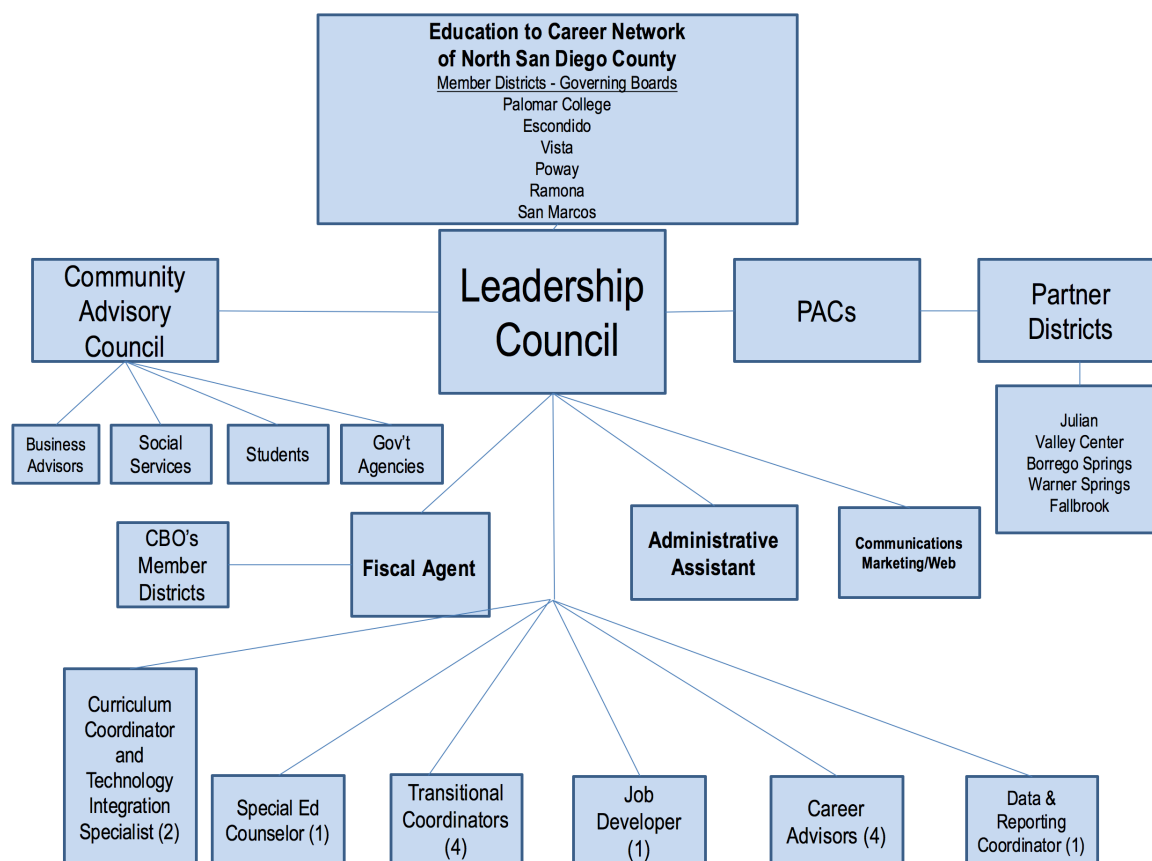
- ☐ Yes
☒ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- ☒ Yes
☐ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[orchartupdated002.docx](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

At our Leadership Council meetings, an ongoing agenda item is fiscal updates. During that portion of our meeting, all members review planned v. actual expenditures. We also discuss upcoming reporting deadlines and agree on actions to adhere to those deadlines. Our fiscal agent provides reporting spreadsheets to each member in order to be able to aggregate the data and report expenditures for the overall grant to the State.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ☐ Yes
☒ No

No changes made.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
San Marcos Unified School District	\$76,474
Vista Unified School District	\$3,071,825
Ramona City Unified School District	\$43,430
Poway Unified School District	\$1,434,567
Escondido Union High School District	\$2,457,792
Palomar Community College District	\$371,784
Total	\$7,455,872

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Education to Career Network of North San Diego County made significant strides in the first year of our plan implementation, having set goals and targets that have either been accomplished, or are continuing to be developed into Year Two. Some of the most noteworthy accomplishments from 2015-2016 include the hiring of a job developer and several career education advisors; completion of a business and industry research study to identify current and future job openings in our region as well as educational and technical requirements needed by students to obtain those positions; conducting a community forum to share the research study results, update our partners on our goals, and determine how they can best partner with us; contracting with a data research firm to further identify our targeted adult learners by geographic area and specific program/service needs; commencement of our curriculum alignment project; outreach to and commencement of services to adult learners in the small and remote areas of our region; and, the development and adoption of a new name, logo, and website in order to better identify our mission and provide awareness of our programs to our target audiences.

The Education to Career Network is dedicated to "doing things differently" in order to accelerate academic and career success for adult education students in our region. Together with our business and agency partners, our consortium is committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace.

Our 2016-2017-focused plan goal highlights include:

- Increased stakeholder/partner engagement to support student education and career success
- Enhanced leveraging of resources to expand levels and types of programs and support services offered to adult learners throughout the region
- Development of a common student data tool to gather, measure, and analyze student and/or program successes and outcomes
- Continued market research to ensure our programs and services are matched with student and business needs
- Continued alignment of curriculum and pathways to best meet our regional workforces needs and assist students to transition into postsecondary education or directly into the workforce
- Continued hiring of support staff in key positions to allow us to better serve our students and accelerate the development and implementation of programs and services throughout the region

We envision the work identified in Year Two to be very critical to the overall success of our Three Year Plan and anticipate, based on the work we accomplished in 2015-2016, together with our Network partners, we will meet and/or exceed our targeted goals.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Able Disabled Advocacy	Advocacy	Support Services, Public Information
Aerospace	Industry Partner	Job Development
Amity Ranch	Education	Instruction
Assembly Member, 76th District	Government Agency	Public Information
Brighview Landscapes	Industry Partner	Job Development
Brookdale Senior Living	Industry Partner	Job Development
Business Student	Education	Supportive Services
Casa de las Companas	Industry Partner	Job Development, Instruction
Cathedral Catholic	Community Based Organization	Research
Challenged Athlete's Foundation	Community Based Organization	Support Services
City of Escondido	Government	Research, Public Information, Support Services
City of Poway	Government	Research, Public Information
City of Vista	Government	Research, Public Information
Comerciantes Latinos Asociados	Special Interest	Research, Support Services
Community Advisory Council	Community Based Organization	Research, Public Information
Consultant / AE Educator / Community Member	Education	Instruction
County of San Diego Aging & Independence Services	Education	Instruction
CVS Pharmacy	Industry Partner	Instruction
DART	Community Based Organization	Support Services
Department of Rehabilitation	Government	Instruction, Public Information, Research, Referral, Support Services
Employment Development Department	Industry Partner	Public Information, Research, Referral
Escondido Chamber of Commerce	Government	Public Information, Research, Referral
Escondido Education COMPACT	Education	Support Services, Public Information, Research, Referral
Escondido Public Library	City	Instruction
Fresh Creative Foods	Industry Partner	Job Development
Getting Education Done	Industry Partner	Instructional Support Services
Goodwill	Industry Partner	Support Services, Job Development
Graduate Students	Education	Supportive Services
Harrah's Rincon	Industry Partner	Job Development
Heritage Senior Care, Inc	Industry Partner	Job Development
Hewlett-Packard Company	Industry Partner	Job Development
Inland Career Center, Workforce Development	County	Referrals, Public Information, Research
Interested Community Members	Special Interest	Support Services
Interfaith Communities	Community Based Organization	Support Services, Referrals
La Quinta Inn	Industry Partner	Job Development
Las Villas del Norte	Industry Partner	Instruction
Lusardi Construction	Industry Partner	Job Development
Maac Project	Industry Partner	Job Development
Mission Federal Credit Union	Industry Partner	Job Development, Support Services
NECA San Diego Chapter	Industry Partner	Job Development
Neighborhood Health Care	Industry Partner	Support Services
North County Coastal Career Center	Industry Partner	Information
North County Educational Opportunity Center	Industry Partner	Information, Support Services
North County Lifeline	Industry Partner	Support Services
North County Works	Industry Partner	Support Services, Referrals
Office of Colonel Rocky J. Chavez	Government	Public Information
Palo Tribal TANF	Government	Instruction, Support Services
Pauma Band of Mission Indians, Reservation	Government	Support Services, Instruction
Poway Chamber of Commerce	Government	Referral, Public Information
Poway Library	County	Support Services, Instruction, Public Information

Partner Name	Partner Type	Core Services
Public Library	County	Support Services, Instruction, Public Information
Qualcomm	Industry Partner	Referral, Job Development
Rcp Block and Brick	Industry Partner	Job Development
Residency Inn Marriot	Industry Partner	Job Development
San Diego ABC Apprenticeship Training Trust	Industry Partner	Instruction, Job Development
San Diego County Building & Construction Trade Council	County	Support Services, Research, Public Information
San Diego County Sherriff's Department	County	Job Development
San Diego Electrical Training Center	Industry Partner	Job Development, Instruction
San Diego Literacy Council on Literacy	County	Research, Public Information
San Diego North Business Chamber	County	Research, Public Information
San Diego North Economic Development Council	Advocacy	Research, Public Information
San Diego Regional Development Corporation	Industry Partner	Research, Public Information
San Diego Workforce Partnership	Advocacy	Instruction, Support Services
San Pasqual Educational Department	Education	Instruction, Support Services
Serenti House	Community Based Organization	Support Services
Sheet Metal Workers Apprenticeship	Industry Partner	Instruction, Job Placement, Research
Sizzler	Industry Partner	Job Development
Solatube	Industry Partner	Job Development
Sony	Industry Partner	Job Placement, Information
Southwest Carpenters Training Fun	Advocacy	Support Services
State Agency, Department of Rehabilitation	State Services	Referral Public Information, Reseach
Student	Education	Supportive Service
Taylor Trim and Supply Inc.	Industry Partner	Job Development
Todd and Mari Gutschow Foundation	Advocacy	Support Services
Two Directions, Inc.	Industry Partner	Instruction, Support Services
Vallecitos Water District	County	Job Development
Vista Chamber of Commerce	City	Public Information, Research, Instruction
Vista Community Clinic	Industry Partner	Instruction
Vista Library	City	Instruction
Walgreens	Industry Partner	Instruction
Wells Fargo Advisors	Industry Partner	Instruction, Job Development

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Through its collaboration on a “super region” basis, San Diego County has been perfectly poised to respond to other regional collaboration initiatives. The ETCN has become part of a super-regional infrastructure that has contributed to interagency collaboration and seamless transitions for students. For example, because at a super-region level K-12 and community college adult education programs were already collaborating monthly, it was relatively painless to bring partners together to work on and finalize our county-wide WIOA MOU. K-12 and community college adult education programs already had the infrastructure in place to interact regularly with the local Workforce Investment Board (the San Diego Workforce Partnership) and the AJCC network. One of our members, Escondido Adult School, was recently awarded a contract for its nurse assistant program through the SDWP.

This same infrastructure provides the framework for regular collaboration with other county-wide service agencies, including the Employment Development Department, the Department of Corrections, Health and Human Services Agency, the Adult Literacy Council, Department of Rehabilitation, the County Libraries, etc.

Levels and Types of Services

Please provide a description of your Consortium’s success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

The Education to Career Network has expanded our infrastructure in support of our plan. Several consortium-wide positions have been hired including a Job Developer, Curriculum Coordinator, Data Coordinator, and Technology Integration Specialist. In addition, a Support Counselor for students with disabilities is also planned. Our largest member agencies; Palomar College, Escondido Adult School, Poway Adult School and Vista Adult School are each hiring Transition Coordinators and Career Education Specialists, most of which are in place. This increased infrastructure has allowed our consortium to expand programs and services within our region. Examples include our internship/job placement program and curriculum alignment program between all member districts.

As a result of our work, several programs were expanded this year. Many of our adult schools expanded services, programs and numbers of classes, especially in English-as-a-Second Language area. In addition, a construction technology program was implemented at Ramona Adult School. The program was met with a warm reception by the community which resulted in 12 enrollments and a 100% completion rate.

The Education to Career Network (ETCN) is pleased with the progress made over the last few years of working as a regional collaborative. Our partners are engaged and collegial and share a vision for how to advance adult education in the area.

Creating relationships with, understanding the needs of, and providing services to our rural communities is a challenge. The ETCN covers a 2255 square mile area, including ten K-12 school districts and Palomar College. Adult education services in the remote sites were almost non-existent prior to the grant. This year, we've pinpointed the needs for services in the remote areas and determined locations and times for classes. As a result, new classes will begin during 2016-17, which include ESL classes in Julian and HSD/HSE classes in Fallbrook and Borrego Springs.

State funding delays were a challenge as many districts were not in the position to "advance" funds to the adult education program which delayed the implementation start. Another challenge faced was the release of accountability measures and data collection tables as many data fields requested were not gathered at enrollment.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

In order to gauge specific training and educational support services needed by adult learners to assist them in reaching their individual education goals, the Education to Career Network conducted a series of in-person focus groups with currently enrolled adult education students in a cross-section of classes at three of the member districts. Additionally, on-line and printed surveys were distributed to a cross-section of classes at each of the adult education member campuses, of which more than 1,000 were returned. While some of the findings were unique based on the geographic location of the school and the type of class surveyed, there were many common themes that emerged across all classes and students surveyed. Those included: 1) Need for more convenient and economical transportation options, 2) Availability of affordable child care at locations where classes are held, 3) Tutoring services, 4) On-line learning options, 5) Increased availability of assistive software for students needing special accommodation, and 6) Assistance with job placement and internship opportunities. As a result, the Network expanded services and classes and has begun to implement strategies for addressing each of these identified needs.

The primary obstacles in providing the necessary training and support services continue to be the vast geographic service area as well as the rapidly expanding and extremely diverse student population. For example, transit providers and pricing differ greatly throughout the region. Additionally, many of the current adult education sites do not have facilities which can accommodate child care without extensive remodeling or additions. However, several of the adult school sites are either making the necessary changes to their facilities or entering into partnership agreements to offer these services. The Network is also considering a student ID card that would allow enrolled students in an adult education class to obtain student discounts on public transportation and other services. As the Network's partners continue to expand (including education, community, governmental, social service and non-profit agencies and organizations), so do the opportunities to create broader and deeper support tailored specifically to individual student needs.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Key

▼ = Under

▲ = Over

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[palomarvistaconsortiumexpendituresworkbook201516.csv](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

The Education to Career Network (ETCN) has contracted with a Curriculum Coordinator to continue the curriculum alignment work that was begun during the initial planning of the Consortium. Instructional staff who represent all member districts and multiple program areas are currently assessing existing alignment of curriculum; common entry and exit criteria of courses; common assessments as well as potential articulation.

CASAS is the primary assessment tool for our WIOA-funded members. Other assessments used include agency-produced assessments; the TABE; and other commercially-produced tests. One member will pilot ACT Work Keys as required by a new contract education grant through the San Diego Workforce Partnership. In addition to these written assessments most member districts conduct orientations for their ESL, academic and some career technical classes. The consortium is considering the development of a common intake form and the use of a consortium-wide student identification number.

ETCN contracted with two vendors to conduct research studies. The first assesses labor market information correlated to necessary education levels. The second study, still in progress, will map and assess locations of services and specific student populations by zip code, so the consortium will have more precise information to address identified needs and gaps in services.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Assessment of current levels and locations of service and student demographics	JW Research	Research
CASAS Employability CompetencybSystem Appraisal 130	CASAS	Student Placement and Assessment
CASAS Tests	CASAS	ESL and Basic Skills, Student Assessment
Combined English Language Skills Assessment (CELSA)	ACTT	Student Placement
Compass	ACT	Student Placement
Curriculum Specialist	Sage Consulting	Instruction
GED and HiSET Official Practice Tests	Pearson Education and ETS	Assessment
Instructor produced tests	N/A	Student Assessment
Labor Market Information	Luth and Associates	Research
PeopleSoft	PeopleSoft	Student information
SARS	SARS Software Products, Inc	Student Appointment tracking
TABE (Test of Adult Basic Education)	Data Recognition Corp	Basic Skills and CTE Student Assessment
TOPS Pro Enterprise	CASAS	Student Placement
Works Keys	ACT	Student Assessment for Certified Nurse Assistant Program

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Student enrollment and demographics are tracked through various data systems, which include CASAS TopsPro, ASAP, Synergy, Lumens, Launchboard and Powerschool. Performance is managed through TopsPro reporting tools and entry/ update forms. These forms are administered at the beginning and end of the school year to measure student goals and progress. Development of a custom consortium-wide performance outcome data system is in progress for streamlined data, which will allow for easy and comprehensive reporting. These systems will allow the consortium to monitor data on a regular basis and make adjustments and improvements where needed to ensure targets are met. The consortium also plans to explore the possibility of hiring a company that can provide an age data match.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	Student Attendance, Course Records
LaunchBoard	CAL-PASS Plus	Data Tracking
Lumens	Augusoft	Student information system, including registration, course information, catalog information, website information, student demographics
People Soft	People Soft	Student Information System
Powerschool	Powerschool	Student Demographics and Records
SARS	SARS	Tracking student services appointments
Synergy	Edupoint	Student Attendance, Course Records, Transcripts, Demographics, Counseling Notes, Data Sharing
TOPS Pro Enterprise	CASAS	Student Placement

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

In order to achieve seamless and effective integration of services and smooth transitions across our region, our first work has been to build our infrastructure consisting of hiring counselors, career education advisors, transition coordinators and a job-developer. The curriculum workgroup has begun our curriculum alignment project that will work toward articulation, acceleration and dual enrollment opportunities. Also planned for the curriculum workgroup is the development of Basic Skills and CTE modules to implement region-wide to ensure career and college readiness. The career education advisors, transitions coordinators, and job developer will help students identify and progress on a career path that aligns to career or college in support of students' personal goals. In the future, we will be using CATEMA to assist in the articulation process.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Provide educational counseling for students to choose the right courses, connect to community agencies, and personal skill building.	Increase student success by providing additional support services that will lead to decreasing barriers identified by the students. Provide counseling hours at each site for students.	Measure rate of student retention and completions against baseline data.
Provide accommodation assistance for students with disabilities to complete educational plan and connect to employers.	Increase student success by providing additional support services that will lead to decreasing barriers identified by the students. Hold individual meetings with students. Provide technical assistance to each agencies staff.	Measure student participation rates, course completion rates and employment. Measure staff participation in technical assistance.
Provide Chromebooks/laptops for students to check-out and complete assignments from home.	Increase student success by providing additional support services that will lead to decreasing barriers identified by the students. Chromebooks/laptops available for student use.	Measure numbers of students participating in the loaner device program. Measure student retention and completion rates against baseline.
Explore means to offer transportation assistance to students in order to attend classes.	Provide discounted bus passes or vouchers for transportation. Find possible transportation alternatives for remote areas.	Measure numbers of students buying or receiving transportation assistance at schools. Measure student retention and completion rates against baseline.
Job Developer to assist students and staff with business connections related to student needs.	Creation of workshops for students and visits to Palomar.	Measure the increase in student completions, internships, transitions to post-secondary, and employment over baseline.
Provide childcare at school sites or vouchers to assist students in being able to stay in school.	Increase student success by providing additional support services that will lead to decreasing barriers identified by the students. Create childcare options on site. Provide childcare vouchers or agreements with local childcare facilities.	Measure increase in support provided. Measure increase in student retention and completion.
Provide on-site tutoring to assist students in learning.	Increase student success by providing additional support services that will lead to decreasing barriers identified by the students. Create childcare options on site. Provide onsite tutoring to assist students in learning gains. Offer tutoring hours at each site.	Measure student participation and student class completion rates.
Hire career education advisors and transition coordinators that will facilitate linkages with students, business, and post-secondary institutions.	Tracking system in development.	Measure implementation and effective use of tracking system.
Counselors and career education advisors will create a uniform education plan for students to meet with an advisory and be able to create a strategy with a timeline for goal completion.	Creation of a uniform education plan.	Measure the creation and implementation of the uniform education plan. Measure the number of students who have completed the education plan.
Data coordinator will work with career education advisors, transitions coordinators, and job developer to develop or identify a tracking system to monitor recipients of student services. Identify or develop a tracking system in order to monitor student contacts.	Tracking system in development.	Measure implementation and effective use of tracking system.
All consortium members implement the use of the CASAS entry and update forms.	Uniform use of the entry and update forms.	Increased accuracy of student outcomes tracked with the use of entry and update forms.
Develop an exit-interview process for the purpose of data tracking.	Exit process to obtain follow-up data.	Measure the consistent implementation of conducting exit interviews.
Develop or identify a strategy or tracking method to monitor student placement in employment.	Agreed upon strategies and methodologies to track student employment data.	Measure the effectiveness of the implementation of new strategies.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

One of the larger gaps identified in our consortium is a common method, process and / or tool to gather data to analyze how we collectively support adult student learning. As part of this work, we will establish a common data dictionary and metrics; identify the relevant, measurable student and/or program outcomes to be monitored and evaluated; review and select a tool or resources to manage our data; and compile the necessary reports for feedback and outcome monitoring. Another gap area identified is to expand or realign our programs and services to students in alignment with current population and labor market needs. Expansion is planned in a variety of CTE areas as well as classes designed to help older adults reenter the workforce, support parents of school-aged children, and for adults with disabilities. We are also addressing the availability of services in our remote areas: Borrego Springs, Fallbrook, Julian, Ramona and Warner

Springs. This will be accomplished through distance learning and face-to-face opportunities in the areas of Home Health, English Language, Adult Secondary Education, Workforce Reentry, Family Literacy and programs for adults with disabilities.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Compile data analysis report including identification of recommended areas for improvement.	Data analysis report and charts showing gaps in programs services.	Completion of report and its use in programmatic decision-making.
Develop Data Dictionary and Common Metrics.	Established list of agreed upon terms and metrics.	Implementation of terminology and metrics.
Evaluate student outcomes as required by other funding sources (i.e. California Career Pathways Trust Grant).	Agreed upon additional outcomes.	Implementation and early measurement of agreed upon outcomes.
Select relevant, measurable, student and program outcomes the ETCN identifies necessary for effective evaluation of consortium work.	Methodologies and strategies to measure additional outcomes.	Level of accuracy of data collection of new outcomes.
Create a customized database either in Access or Excel to be used on an interim basis if necessary.	Database evaluation.	Implementation and effective use of database.
Define specifications and requirements supporting the necessary data collection in order to develop a bid process for possible purchase of an existing or customizable management system.	Bid specifications.	Procurement and use of appropriate data management systems.
Provide technical support to all members.	Technical support.	Improved, reliable, timely data collection.
Expand programs and services to students in remote areas (Warner Springs) through distance learning.	Gaps in programs and services will be reduced and student opportunity will increase within the region.	Measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Expand programs and services to students in remote areas (Borrego Springs and Julian) through face-to-face delivery.	Gaps in programs and services will be reduced and student opportunity will increase within the region.	Measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Expand ASE programs and services to students in remote areas (Fallbrook) through face-to-face delivery.	Gaps in programs and services will be reduced and student opportunity will increase within the region.	Measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Expand ASE programs and services to students in remote areas (Ramona and Borrego Springs) through face-to-face delivery.	Gaps in programs and services will be reduced and student opportunity will increase within the remote areas of the region.	Measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Introduce new Home Health Aid program to remote area (Borrego Springs).	Gaps in programs and services will be reduced and student opportunity will increase within the remote areas of the region.	Measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Increase number of middle school sites where English language programs are offered from two to five sites.	Increased access to programs for adult learner with barriers due to transportation, increased opportunity for marketing / awareness of programs.	Measure number of new to the program students, additionally measure student outcomes: Participation numbers, pre and post-tests, grades, attendance, and completion rates.
Increase “re-entry” workforce training.	Increased number of adults will be trained to re-enter the work-force.	Measure the number of new programs for adult students re-entry workforce-training, additionally measure student outcomes: participation numbers, pre and post-tests, grades, attendance, and completion rates.
Develop new non-credit classes for adults with disabilities.	More courses will be available to adults with disabilities.	Measured by the number of non-credit or adaptive courses available for students. Number of students served in Spring 2017. New courses will be in the spring schedule.
Increase Family Literacy: Assist parents with skills needed for them to support their school-aged children.	Gaps in programs and services will be reduced and student opportunity for improvement in literacy will increase within the region.	Measure the number of new programs for adult students re-entry workforce-training, additionally measure student outcomes: participation numbers, pre and post-tests, grades, attendance, and completion rates.
Offer parent workshops for connection to the school and to children’s learning with the goal of improving parents’ awareness college and career readiness.	Improved literacy and basic skills for families along with improved knowledge of college and career readiness for their children.	Measure the number of new programs for adult students re-entry workforce-training, additionally measure student outcomes: participation numbers, pre and post-tests, grades, attendance, and completion rates.
Increase and enhance distance learning for adults in remote areas.	Updated inventory of the needs of learners in small and remote areas. Recommendation of areas and programs in which to develop distance learning opportunities Selection of agency to provide each of the trainings. Development and implementation of new distance learning opportunities in response to identified needs.	Increased enrollment of students from small and remote areas. Increased number of distance opportunities.
Working meetings to complete alignment of courses between adult schools and college.	Draft alignment matrix.	A draft of the courses which are aligned will be compiled.

Activity	Outcomes Expected	Method of Assessing Impact
Development of Assist.org type of data base for alignment.	Database of aligned courses.	A useable database will be available for members and partners to access when needing information on programs / courses available to adults in the region.
Develop curriculum for Basic Skills module.	Basic Skills course.	An approved, appropriate, and useable course that has been adopted by members and is in use.
Develop curriculum for a career and college ready module.	Career and College Ready Module.	An approved, appropriate, and useable module has been adopted by members and is in use.
Identify gaps in programs and services and determine how they will be filled for smooth student transition.	Matrix of Gaps and plan to fill the gaps.	A plan will have been adopted on how to best fill the gaps in programs and services.
Curriculum development for 50+ Lifelong learning leading to employment.	Development of new non-credit courses entered into curriculum and begin offering in Spring 2017.	Curriculum in system by October 15, 2016 Number of classes offered and students served in Spring 2017.
Develop, administer, tabulate, and analyze needs survey and discuss with appropriate departments the options for new classes based on survey results.	Needs assessment.	Assessment work complete on time to inform decision-making.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

The ETCN employs many strategies to assist students in accelerating toward academic and/or career goals. To decrease barriers that our students face, we are offering laptops available to check out; investing in career exploration/aptitude software to assist students in choosing the right career; and purchasing classroom software that will accelerate learning both at school and at home.

The ETCN has hired a Technology Integration Specialist to assist teachers in more effectively using technology to enhance classroom instruction and to help create more online course options for students, especially in remote areas. Many of our member districts are working on acceleration strategies that involve integrated instruction and targeted academic tutoring, especially in CTE classes. For example, Vista is planning a new VESL Patient Care Aide program. Further, our curriculum alignment project among schools will ensure that students do not have to retake courses when they transition within our region.

This year, our Career Education Advisors will create and implement an Individual Education Plan that will assist students setting and reaching their educational and career goals. Finally, we have hired a regional Job Developer that is working with our business industries creating partnerships that would lead to internships and employment.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Provide acceleration opportunities and enhance instructional effectiveness in existing courses (both online and face-to-face) through technology integration.	Through discussion with program staff and instructors, identification of classes and programs in which technology integration strategies would help students accelerate and would enhance instructional practice. Increased student achievement and shortened timeframe to reach performance benchmarks in areas where technology implementation strategies were implemented.	Measure performance against baseline.
Continued work on curriculum alignment, articulation, and opportunities for dual enrollment.	By aligning courses, and identifying areas in which articulation and/or dual enrollment is possible, students will have opportunities to accelerate through post-secondary certificate and degree programs at Palomar.	Measure numbers of students who transition from adult schools to Palomar College. Measure number of transitioning students who complete certificate or degree programs. Measure the length of time to complete certificate or degree programs.
Provide tutoring support for adult school students	By providing increased tutoring support to target specific student needs for learning, we expect increased retention, attendance and completion rates.	Measure retention, attendance, and completion rates against baseline.
Offer more online course options to our students.	Online courses offer flexibility to our students to work on assignments on their own time.	Number of students enrolling in online courses and completing the course.
Offer new software (Burlington English) for students to use at home to increase their language skill building.	Students increase their English skills through using this program in computer labs or at home as it is a cloud base program.	Number of students using this program. Increase in student level completion. Student retention increased as they are able to access program on any computer.
Create a VESL Class for medical pathway	Students are able to be trained in a high demand job market and increase work related English skills.	Curriculum for new program. Enrollment, completion of program and finding employment.
Create a uniform Educational Plan for all students.	Students receive counseling on which classes are needed to complete their educational goal.	Number of students meeting with Career Advisors to review pathways.
Make laptops available for students to check out	Students complete credits in more quickly as they have the tools to use at home and can increase instructional time.	Number of students checking out laptops. Increase in high school diploma credits completed and an increase in graduation rate. Decrease in the number of classroom instructional hours needed to demonstrate competency.
Workgroups research career aptitude assessments.	Decision on the best online assessment for students to use.	Meetings exploring options. An agreed upon assessment to be purchased for students.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

During the 2015-16 program year, we geared up to begin our curriculum alignment project. Initially, we planned to begin curriculum alignment with only the English-as-a-Second Language classes. However, once we engaged in the work, we decided to also bring together the following subject areas: math, English, Automotive Technology, Nursing, Business, Medical Coding, Information and Communications Technology, and Computer-Aided Drafting. To date, the project has resulted in the alignment of 25 courses to be used across multiple school sites. As this work continues, we expect more courses to be aligned providing opportunities for dual enrollment and articulation.

During the 2016-17 school year, we plan to develop the basic skills and career readiness modules identified in our initial plan. As the next step in our curriculum alignment project, we will bring together job-alike groups of instructors to engage in Professional Learning Communities, examine student data and outcomes, and, when possible, develop common course assessments.

We are also planning targeting shared professional development opportunities in the areas of technology integration, accommodations for students with disabilities, and data collection in the 2016-17 school year.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Establish cross-agency, job-alike professional learning communities	Identification of staff members to participate in professional learning communities. Develop and implement common course assessments	Measure the increase in student achievement in program areas where PLC's were implemented over baseline.
Provide professional development opportunities to staff related to technology integration for acceleration and enhanced instruction.	Survey staff from each member agency in order to identify technology integration opportunities as well as dates and times best suited to hold professional development. Implement professional development opportunities.	Staff surveys to evaluate technology integration levels pre- and post-training.
Provide professional development for teachers and staff to learn new strategies to accommodate students with disabilities.	Implement the professional development.	Teacher/ staff participation in professional development. Post-training evaluations to rate effectiveness.
Provide technical assistance to staff to effectively and consistently implement data collection practices for accountability measures	Implement the professional development.	Staff participation in the professional development activities. Post-training evaluations to rate effectiveness. Improved accuracy and consistency of data collection across agencies.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

As our list of partners indicates, ETCN members are committed to regional collaboration to align and strengthen the network of services provided to adult education students.

ETCN members serve on numerous local committees, service organizations and boards, including the boards and education and economic development committees of our local chambers of commerce.

In June, we held our third community forum with partner agencies; at this forum, we presented the research findings from the study we conducted with local businesses, and we solicited specific partnerships to help students gain career readiness skills, internships and employment.

On a county-wide basis, we continue to meet monthly with representatives from other consortia from both San Diego and Imperial Counties to share information and best practices. In addition, this year, we began meeting with other workforce development providers in the region to develop a multi-agency MOU (for WIOA); this planning will continue regularly as we work specifically on leveraging and sharing resources.

We plan to solicit targeted partnerships to address some of the specific gaps and needs identified, including transportation, childcare, accessibility of technology and internet in small and remote areas, and expanded facilities.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Develop a comprehensive system and policies related to student data sharing and confidentiality of records. Develop written policies regarding student information sharing and confidentiality of records for distribution in school catalogs, websites, posters, etc ...	IT, Legal and Risk Management departments of member districts: Escondido, Palomar, Poway, Ramona, San Marcos, Vista	Collaboration for practices.	Written policies published.	Measure that the policies are published and that practice is consistent with new policies.
Explore the implementation of a consortium-wide student identification number.	IT, Legal and Risk Management departments of member districts: Escondido, Palomar, Poway, Ramona, San Marcos, Vista	Collaboration for practices.	Analysis of the feasibility to implement a unique student identification number across the consortium.	If feasible, next steps for implementation will be adopted.
IT, Legal and Risk Management departments of member districts: Escondido, Palomar, Poway, Ramona, San Marcos, Vista	Libraries, retirement communities, apartment complexes, elementary schools, Amity Ranch	Space, advertising	Increase in offerings at community locations; increase in numbers of students served.	Measure enrollment against baseline.
Expand offerings at local employers' facilities.	Local employers	Space, referral of students	Increase in offerings at local employers' facilities.	Measure enrollment.
Regularly schedule North County Opportunities Center representatives to come to member adult schools and provide information to students and staff.	North County Opportunities Center	Guest speakers	Students and staff at K-12 adult schools better informed about opportunities provided by NCOC.	Measure number of presentations offered. Measure numbers of students attending presentations.
Solicit businesses to come in and talk with students and/or assess student projects.	Local employers	Guest speakers, judges	Students more aware of business expectations.	Measure employer participation.
Schedule joint advisory committee meetings with local employers	North County Transit	Employer review and validation of curriculum, competencies, equipment needs.	Staff become more aware of business expectations and needs; curriculum, competencies and equipment reflect real-world expectations and needs.	Measure employer participation.
Schedule joint advisory committee meetings with local employers	Local employers	Employer review and validation of curriculum, competencies, equipment needs.	Staff become more aware of business expectations and needs; curriculum, competencies and equipment reflect real-world expectations and needs.	Measure employer participation.
Explore transportation solutions with North County Transit, including discounted bus passes and expanding bus routes.	North County Transit	Discounted bus passes and/or expanded bus routes.	Increased attendance and participation resulting from the provision of transportation.	Measure student attendance against baseline.
Explore other methods of addressing transportation barriers, including vouchers for Uber and Lyft.	Uber and Lyft	Discounted vouchers to be used for student transportation.	Increased attendance and participation resulting from the provision of transportation.	Measure student attendance against baseline.
Work with local internet providers to address connectivity issues for students, particularly those in small and remote areas.	Viasat, Time Warner Cable, Cox Communications, local legislators	Enhanced IT infrastructure	Expanded internet service to students in small and remote areas. Increased participation in online services/distance learning.	Measure the numbers of students participating in small and remote areas (over baseline).
Explore partnerships in region to provide childcare to adult school students.	Local childcare providers	Hold "spots" for adult school students or provide discounts for childcare to adult school students.	Increased attendance and participation resulting from the provision of childcare.	Measure numbers of students accessing childcare. Measure increase in attendance for those students.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Continue to work on a super region basis to collaborate with other consortia and share best practices.	Six other AEBG Consortia in San Diego and Imperial Counties	Collaboration for practices, leveraged resources and joint purchases	Learning from each other locally, shared professional development on a super-region basis, purchasing power.	Measure participation at monthly meetings.
Continue work on a super-region basis to determine roles and ways to leverage resources among other providers of workforce development and training programs.	Local WIB, Employment Development Department, Department of Rehabilitation, community colleges, K-12 adult schools, community-based organizations	Collaboration for practices, co-location, cross-training of staff.	Increased collaboration and sharing of resources that result in seamless transitions for students between and among agencies partnering with the America's Job Centers of California.	MOU developed; plan for cross training and implementation developed.

Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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



- ☒ Click here to confirm that you are ready to submit your Annual Plan.