43 Rancho Santiago | 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 Rancho Santiago Adult Education Consortium's (RSAEC) objective for the 2017-2018 year is to continue with the goals set forth in the Regional Comprehensive Plan (RCP). During this past year, RSAEC's priority was to build a solid foundation to implement the strategies in the RCP as well as meet the goals set forth in the 2016-2017 Annual Plan. 2016-2017 met goals:

•   Santa Ana College Continuing Education (SAC-CE) opened the Adult Education Center (AEC) on the Santa Ana College campus with programs in the following AEBG areas: ESL, CTE, ABE/ASE, and Adults with Disabilities. The AEC offers student support services including counseling and transition services. Garden Grove Adult Education (GGAE) increased supportive services by organizing multiple field trips for students to tour area colleges, speak with transition counselors, and gather information on certificate/degree opportunities and transfer options.

•   The nine new, AEBG, full-time, tenured-track coordinators and the Teacher on Special Assignment worked on expanding programs and services to adult learners. This increase in staffing enabled RSAEC to create new curriculum, align programs, start new programs in AEBG areas, and facilitate collaboration between consortium members. In the Adults with Disabilities, CTE and High School Diploma programs, 31 new courses and 10 new certificate programs were sent to the Chancellor's Office for curriculum approval.

•   In the area of transition and articulation, the AEBG CTE Coordinator at SAC-CE articulated three noncredit Pharmaceutical Technology classes with SAC. This created a seamless transition between noncredit and credit, and created a direct pathway to a credit certificate. The Santiago Canyon College Continuing Education (SCC-CE) AEBG Math Coordinator finalized the articulation agreement between noncredit HS Math and credit, degree applicable, Math 80. The English Coordinator finalized the articulation agreement between noncredit HS English and credit, degree transferrable, English 101. Both of the SCC articulation agreements were part of a leveraged, collaborative agreement between AEBG and the BSI Transformation Grant, and they will assist in greatly reducing barriers to student transition. A consortium-wide professional development retreat was held for 30 instructors and counselors from SAC-CE, SCC-CE and GGAE. The retreat, led by the American Institute for Research (AIR), focused on curriculum development, state standards and building collaborative workgroups.

2017-2018 Vision:

•   RSAEC's vision for 2017-2018 is to continue the focus on offering more classes, increasing program and

certificate options and increasing support services to adult learners within RSAEC to provide a smooth transition to college and career opportunities.

· One goal is to open a new education site, The Advanced Learning Academy, in Santa Ana. This site will serve noncredit adult learners in the AEBG areas of ESL, ABE/ASE, CTE and include support services such as an on-site daycare center.

· Other goals include implementing the Adults with Disabilities Program at the College and Workforce Preparation Center. Newly developed certificate programs will allow students to earn certificates in Workforce Preparation and allow students with intellectual disabilities to advance into competitive integrated employment.

· In addition, RSAEC Members would like to reach out to the community and increase partner involvement as well as multi-consortia collaboration.

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 course options and certificate programs for adults with disabilities	Task force meetings and input from instructors, input from the Orange County Department of Education, input from member USD's including Santa Ana, Orange and Garden Grove regarding their transition programs and lack of options in the Rancho Santiago region upon student completion, input from community partners including The Regional Center of Orange County, Department of Rehabilitation and the Center for Autism and Neurodevelopmental Disabilities, and input from the RSAEC researcher and AEBG Fact Sheet	Progress in meeting this need will be measured by the amount of classes offered, increase number of locations, increase in student enrollment, retention and class completions. Effectiveness will be measured by certificates earned, job placement and college transition.
Within Orange County as a whole, there is a lack of information for adult students to use when transitioning. CTE courses/programs need to be identified at all nine of the credit campuses so that students have options and the ability to plan effectively for their credit transition. Additionally, noncredit CTE programs need to be aligned with the credit college programs to allow students to continue/pursue a higher degree in areas that will lead to middle-skill jobs that are high-wage and high-demand.	Input from the Los Angeles/Orange County Regional Consortium, input from Strong Workforce meetings, input from Career Pathways, and input from the Orange County WIOA Leadership Council members including THe Orange County and Santa Ana WDB, and EDD.	Progress toward meeting this need will be measured by the hiring of the project director, mapping of the Orange County-wide noncredit courses to credit as well as middle skill jobs. Effectiveness will be measured by the increase of student transitions, increase in partnerships with local businesses within the identified industry sectors and job placement.
Countywide, there is a regional need to work in tandem with other consortia and other adult education options, for example College and Career Preparatory Academy,through OCDE, which provides services in all 4 OC consortia. Another example includes Garden Grove Adult Education (GGAE) where some adult learners in the Rancho Santiago region transition into Coastline Community College, in the COAST Consortium.	Meetings with representatives from the CDE and State Chancellor's Office, meetings with stakeholders, area regional consortia leads, and data provided by OCDE and GGAE.	Waiting for the state to release the new data tracking to enable consortia to cross-reference data. At that point, effectiveness will be measured by identifying students from multiple districts/agencies and tracking their transitions.
There is a gap in the alignment of ESL curriculum within RSAEC. Currently, the Rancho Santiago Community College District ESL noncredit curriculum does not align with any other program in the county. Students are unable to smoothly transition between programs. This is a particular need between RSCCD and GGAE where students often transition between programs.	RSCCD CB-21 coding does not align with state standards. The ESL Strategy Workgroup has identified the gaps by reviewing the state standards and federal resources such as the College and Career Readiness Standards and the English Language Proficiency Standards.	Effectiveness will be measured by new ESL curriculum being written and approved.
Marketing of AEBG programs to inform potential adult learners throughout Orange County. This gap includes working collaboratively with the three other OC consortia (COAST, NOCRC, SOCRC) to develop strategic ways to inform students of available programs.	The consortia have multiple options for adult students, but there is not a resource developed to market these services. Most marketing efforts are independent rather than part of an integrated program.	Progress will be measured by initiating and holding a marketing meeting of the four Orange County consortia to implement a county-wide event. Effectiveness will be measured by the decrease in duplicating efforts within the county.

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.

One of the largest gaps in service within RSAEC is the lack of classes and support services for Adults with Disabilities. The strategy is to address this gap by increasing capacity and creating a program for this under-served population. Upon approval of the nine new courses and five certificate programs, Santiago Canyon College Continuing Education will begin offering courses specific to workforce and college preparation. We have reached out to partners and have joined community projects and steering committees to introduce RSAEC to the community at large. RSAEC has also reached out to our WIOA Title IV partner, Department of Rehabilitation, and we are in discussion regarding co-locating services so that we can leverage resources to better serve our clients/students. The goal is to start SCC's Adults with Disabilities program in Fall 2017 (pending Chancellor's Office curriculum approval). At Santa Ana College, the goal is to maintain levels of service and increase student offerings.

In the area of short-term CTE, one of RSAEC's 2017-2018 goals is to increase capacity by creating new courses and certificate programs that will help create middle-skill workers. RSAEC is working closely with and following the Strong Workforce mission of "More and Better". The "More" is to increase the amount of students enrolled in programs that will lead to high-demand, high-wage employment and the "Better" is to create better courses that improve programs and lead to more students transferring, gaining employment and/or increasing wages. The strategy addresses this by the work that has been outlined for 17-18 by the AEBG CTE Strategy Workgroup. The workgroup will look at the Labor Market Indicators (LMI) for the Orange County region and create new programs that will lead to competitive, middle-skill jobs in our region. This strategy includes working with local businesses and building lasting education/employer relationships. In addition, work is also being done to connect the noncredit and credit programs by working with colleagues to create seamless pathways. The goal is to increase transfer rates from noncredit to credit programs which will lead to improved and higher quality job placement.

In the area of working in tandem with other consortia, Garden Grove Adult Education (GGAE) will continue to focus on addressing the gap of transitioning advanced ESL students to college credit programs. The plan is to increase capacity with added support services to ensure successful transfer and completion rates. GGAE is unique in that it is located within three community college districts. ESL students taking classes at GGAE have the ability to speak with AEBG counselors who can inform them of their options. In 2017-2018, GGAE's plans include continuing their collaboration with Coastline Community College, located within the COAST Consortium. Although GGAE's students are housed within RSAEC's region, data shows that there is a higher transfer rate to the Coastline District. Student access to credit programs is an integral part of increasing capacity. Working with other consortia and adult education options (such as charters) within our region is necessary to ensure that students' needs are met.

The strategy for increasing capacity within ESL is to create new curriculum that is aligned regionally. RSCCD and GGAE will share curriculum and work collaboratively to ensure alignment.

To address the gap in marketing, the strategy is to bring the four Orange County consortia together to collaborate on a unified marketing plan.

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?
Alignment of classes across the region Use of CB-21 coding as a guide	5 - Fully implemented	It is completely implemented with the current curriculum, but with the ESL curriculum revision, the alignment CB-21 coding will need to be updated.	Use the CB-21 coding as a guideline when writing new ESL curriculum.	Timely approval of new and or revised course proposals is essential for implementation and meeting outcome measures.
Articulation of classes in the areas of ESL, Math, English and CTE (incl. Pre-Apprenticeship)	4 - Mostly implemented	In the area of ESL - articulation is still a work in progress. Santa Ana College (SAC) Continuing Education, Santiago Canyon College (SCC) Continuing Education and Garden Grove Adult Education are in the process of aligning their ESL curriculum. Once this is completed, the work on ESL articulation can begin. English and Math articulation agreements between the credit and noncredit departments at SAC and SCC have been successfully implemented.	Within the area of ESL: It has been approved to hire 6 curriculum writers to help with the project. Professional Development workshops have been scheduled. Other program areas are on task.	Accelerated process for noncredit curriculum and CDCP certificate approval at the state Chancellor's Office.
Create revised and/or new curriculum. This includes all seven of the AEBG Program Areas as listed in AB104	4 - Mostly implemented	Fully implemented in three of the program areas, including, High School Diploma, Adults with Disabilities, and Short-Term CTE. The consortium is still working on the creation of new ESL curriculum. The ESL curriculum is a very large project and the largest challenges have been time and manpower.	Within the area of ESL: Hire curriculum writers to help with the project. Professional Development workshops have been scheduled. Other program areas are on task, including but not limited to, 31 new noncredit courses & 10 certificates created at Santiago Canyon College Continuing Education,multiple course revisions completed at Santa Ana College and GGAE completely revised their ESL curriculum to align with state and federal standards.	Accelerated process for noncredit curriculum and CDCP certificate approval at the state Chancellor's Office.
Creation of a high school program to capture students who have aged out or are too credit deficient to graduate from the traditional K-12 programs	2 - Mostly not implemented	With further investigation and collaboration with members, it was decided that rather than create a new/separate high school program, we will focus on enhancing our current programs. We will collaborate and leverage resources with all RSAEC Member high school programs serving adults and look at ways to serve this aged-out population.	Investigate other high school programs and best practices used by other consortia. Develop a plan to create support services for the K-12 aged-out population within existing high school programs that serve adults. Develop a plan to market available options.	Allow K-12 schools to get credit for transferring students, who have aged out or are too credit deficient to graduate. This would benefit the K-12 by not having to list the student as a drop-out and would likely increase the collaboration between K-12's and adult high school programs in transferring students. Also, the state may consider examining the impact of youth opportunity charters that serve adults within consortia implementing a high school diploma program.

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?
Creation of curriculum designed to help adults with disabilities. This curriculum includes but is not limited to: noncredit Life Skills classes, workforce preparation/training, job coaching curriculum, internship programs and on-the-job training, workforce soft skills for adults on the autism spectrum and transition programs for AWD students who are currently enrolled in the K-12 transition program.	5 - Fully implemented	10 new courses and 5 new Career Development and College Preparation (CDCP) certificates were created in 2016-2017 at Santiago Canyon College Continuing Education, but the courses and CDCP certificates are awaiting approval at the state level. One of the challenges RSCCD is facing is that the mechanism for input and submission of the noncredit certificates is not fully developed at the State Chancellor's Office.	We are planning on expanding by creating more noncredit classes and certificate programs.	Accelerated process for noncredit curriculum approval and the mechanism to be fully developed to input the corresponding noncredit certificates at the State Chancellor's Office.
Purchase of classroom materials including but not limited to computers (such as Chormebooks/Surface Pros/iPads, computer software, textbooks, and supporting materials to align with the newly revised curriculum and articulation agreements	5 - Fully implemented	Fully implemented, but new classes and curriculum are continually being developed. The challenge that comes with this is there is always a new need for support materials.	This strategy will continue as planned.	N/A
To meet the needs of adults with disabilities in mainstream classes such as CTE, ESL, ASE and ABE Hire Instructional Assistants with a background in special education	1 - Not at all implemented	The positions were flown in 2016-2017, but we were unable to fill them with the available applicants.	We are reflying the positions in August 2017.	N/A

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.

RSAEC is partnering with Strong Workforce on an approved proposal focusing on CTE noncredit to credit pathways. Santa Ana College Continuing Education is taking the lead on this effort with support from North Orange School of Continuing Education. This is a regional collaboration with participation from all four Orange County consortia. The strategy includes hiring a short-term director to oversee the project which consists of aligning all noncredit CTE courses with credit courses at the nine Orange County community colleges. The goal is to align programs so that noncredit students within the greater OC region will have access to seamless transitions within their field of study. It also includes representation of noncredit at the LA/OC Regional Consortium and ongoing professional development.

Investigate other high school programs and best practices used by other consortia. Develop a plan to create support services for the K-12 aged-out population within existing high school programs that serve adults. Develop a plan to market available options.

Within RSCCD, investigate other Adults with Disabilities Programs and Services and best practices at other consortia. Develop new courses and certificates to serve this population with career and educational transition goals.

In addition to continuing the writing of new academic ESL curriculum, the focus of the new strategy will be to incorporate career-strand focused Vocational ESL courses.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Create stackable certificates which combine ESL, ABE and CTE classes	3 - Somewhat implemented	Created at the college, but the curriculum was not approved at the state level and wasn't able to be implemented. After the stackable certificates were made, it was determined that we had paired the courses within the certificates in a way that did not necessarily match the students' needs. It was the intention to combine ESL and CTE courses to contextualize learning and accelerate coursework. But, what we noticed was that the certificates were too restrictive and did not match the students' level/ability.	None	N/A
Develop a warehouse purchasing and receiving class as part of the inmate education program to supplement the County Work Program (CWP) - for inmates working outside of the jail	1 - Not at all implemented	With the passage of Proposition 47 there have been fewer inmates being held at the county jails. The population that is currently incarcerated does not meet the security protocol for this type of program.	This strategy will continue to be discussed with the Orange County Sheriff's Department to determine the feasibility of implementing the program.	N/A
Develop alternative instructional delivery models to create new programs and certificates following best practice methods in the following models: I-BEST, Blended Learning Models, Start-Up Classes, other delivery models as determined by the Strategy Proposal Workgroup	5 - Fully implemented	At SAC-CE, the AEBG CTE Coordinator has developed two managed-enrolled certificate training programs to assist students in earning two certificates on an accelerated track - within 5 months. Although this is in place, there are many more areas where SAC, SCC and GGAE would like to implement accelerated instruction through alternate instructional delivery. The greatest challenge is time, funding and manpower.	More programs are still in the developmental stages.	Increasing the apportionment funding for integrated, dual-taught courses -- similar to the legislative-supported funding in Washington where integrated courses are funded at 1.75% FTEs vs. the standard 1% FTEs.
Pilot and implement a mixed appointment-based walk-in tutoring center for HSS, ABE, GED and Intermediate level ESL students	5 - Fully implemented	N/A - fully implemented through Santa Ana College Continuing Education	It was very successful and resulted in expanded High School class hours.	N/A
Pilot and implement an ESL Fast-Track program geared toward accelerating student progress by developing a strand of 9-week classes for identified learners	1 - Not at all implemented	We are still analyzing if this is truly a student need and how it would benefit student success.	None	N/A

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).

At SAC-CE, the AEBG CTE coordinator is working on accelerating student progress by offering certificate programs with managed enrollment. Two cohorts will be offered in the fall 2017 semester for up to 60 students who want to earn a General Office Clerk Certificate and/or an Administrative Secretary Certificate. These programs will increase the pace of the class by offering 4-6 hours of class per day, enabling students to finish within 5 months. Both certificate programs will also prepare students for the Microsoft Office Certification (MOS).

Develop a plan to incorporate Distance/Blended Learning into the HS Diploma program. ASE/ABE coordinators and instructors will sign up for training to be certified to teach in a Distance/Blended Learning environment. Work will commence to add the Distance/Blended Learning component to the HS Diploma curriculum.

In 2017-2018, GGAE will implement an exit/promotion plan for ESL students to accelerate through the program. Currently, ESL students promote annually, but will investigate implementing a semester promotion option.

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?
Attend in-state and out-of-state conferences (national) to provide professional development to support the seven AEBG program areas, seven AEBG objectives, and consortium work	5 - Fully implemented	N/A	This strategy will continue as planned.	Offer State conferences geared at block grants that combine participants representing multiple grants such as AEBG, WIOA, Perkins. This allows for the professionals working within these grants to collaborate and move out of their silos.
Develop a Professional Learning Community that includes consortium-wide participants	5 - Fully implemented	It is a challenge to get adjunct faculty involved in the Professional Learning Community (PLC) because of restricted hours due to the ACA restraints. Noncredit instructors are allowed to teach 16 hours per week with one hour leftover for other activities. Many instructors who wish to participate are unable due to this rule.	This strategy will continue as planned.	Increase the ACA hour restrictions for noncredit to allow for more time to work out of the classroom.
Host a 2-day I-BEST Workshop with faculty from noncredit, adult education and credit programs	1 - Not at all implemented	Timing. The greatest challenge has been the hiring of new faculty/teachers. Time was needed for all new employees to learn about their new departments, schools and the consortium, prior to beginning such a large effort.	With the collaboration with Strong Workforce and regional partnerships, training will be needed to write effective integrated curriculum. The consortium will need to decide at that time whether or not to continue with the training from Washington, or choosing a different form of training.	For integrated training to truly be successful, more funding is necessary. In Washington, community college I-BEST FTEs are paid at 1.75% - compared to 1% in California. If the state truly wants this effort to go forward, funding will need to back the effort to support it.
Organize site visits to explore best practices in other consortia as well as visiting member schools within RSAEC to learn more about each other's programs	3 - Somewhat implemented	Not all consortia are available for site visits. It has been a very busy year for many - especially in the areas of getting programs started and implemented.	Members will continue to investigate and visit other schools that are engaged in best practices.	Showcase consortium best practices on the TAP webinars.
Provide Professional Development to train instructors and instructional assistants/tutors in newly revised/created curriculum, articulation agreement requirements and alignment in the seven AEBG Program Areas	5 - Fully implemented	As curriculum has been developed, instructors and instructional assistants have been trained.	This strategy will continue as more curriculum is developed and training is needed.	More teacher training webinars and workshops to be offered through the new AEBG Technical Assistance Program (TAP).
Support instructors in learning about and attending training in Reading Apprenticeship	5 - Fully implemented	N/A - Two full-time AEBG coordinators completed reading apprenticeship training.	More faculty/teacher training as well as, implementation of reading apprenticeship into the curriculum	N/A

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.

> Collaborate consortium-wide through professional development workshops that focus on developing and implementing new, contextualized EL Civics curriculum- Civic Objectives and Additional Assessment Plans (COAAPs).

> Create a Professional Development sub-committee with participation from all consortium members to establish new strategies for providing consortium-wide professional development opportunities.

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?
Implement a Construction Pre-Apprenticeship program which provides a clear pathway to the Construction Apprenticeship Program at Taller San Jose.	5 - Fully implemented	This strategy was fully-implemented, but was implemented as a CTE program instead of a Pre-Apprenticeship program as the partnering agency was not a trade union.	This strategy will continue as planned.	N/A
Implement new pre-apprenticeship programs with existing local trade unions.	1 - Not at all implemented	Lack of relationships with local trade unions and a specific plan to create new programs geared toward Apprenticeships.	Increase the amount of consortium partners tied to trade unions and apprenticeship programs.	Support coordinated efforts to integrate education with the trade unions through introductions, advisory committees, and professional development with the focus on local industry sectors.
Increase funding to community sites in exchange for increased services (including but not limited to: babysitting services, on-site counselors, and Site Director offices	5 - Fully implemented	Timing was restrictive. Subcontract agreements needed to be put into place to pay for services. Many times, this process took too long and services such as babysitting were no longer needed due to site closure from lack of attendance.	Subcontract agreements will be put in place prior to the beginning of the academic year so that services can start without delay.	N/A
Leasing of Community Sites, including new sites in high need areas and updating facilities in high need areas (include but not limited to: classroom furniture and teaching aids, computers, iPads, carpet, window treatments, etc.)	5 - Fully implemented	Although this is fully implemented, we did experience challenges. It was difficult to find sites that met the needs of the students including location, nearby public transportation, access to adequate parking, classroom space, etc.	This strategy will continue as planned with the leased sites.	N/A
Pilot a satellite One-Stop at the College and Workforce Preparation Center (CWPC) to be paired with a career assessment center and CTE certificate programs	4 - Mostly implemented	The implementation of the satellite One-Stop took a different direction. The Santa Ana Workforce Development Center co-located at the new career center at Santa Ana College Continuing Education's Centennial Education Center. The Department of Rehabilitation is working with Santiago Canyon College to possibly co-locate at the new AEBG site – the College and Workforce Preparation Center (CWPC).	Work with the Department of Rehabilitation (DOR) to set-up an office and schedule for a DOR team member to facilitate the co-location at CWPC.	Eliminate barriers that make co-locating difficult – such as architectural codes and requirements. They differ between agencies.
Project Search Internship Program	5 - Fully implemented	This strategy was fully implemented.	This strategy will continue as planned. A new Project SEARCH will start with CHOC Children's Hospital in early 2017, and a new Project SEARCH will begin at UCI Medical Center in early 2018.	N/A
WIOA Leadership Council	5 - Fully implemented	This strategy was fully implemented.	This strategy will continue as planned.	N/A

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.

> Work with the Department of Rehabilitation to set-up an office at SCC's College and Workforce Preparation Center. Co-locating will enable us to offer services to clients/students at one location and help reduce duplication of effort. Students within the Adults with Disabilities program often need to use public transportation and this will cut down the expense and travel time needed to visit DOR and their education site.
>
> Leverage consortium members' class schedules to accommodate students during the summer. Collaborate with Garden Grove Adult Education and Orange Unified School District to promote summer courses at Santa Ana College Continuing Education and Santiago Canyon College Continuing Education during their summer closure.

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	$4,308,637	$4,308,637	$0
2016-17	$4,403,130	$2,008,010	$2,395,120
Total	**$8,711,767**	**$6,316,647**	**$2,395,120**

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

> There have been no challenges with 15-16 funding. It is totally spent. The challenge with the 16-17 funding is that we are still trying to play catch up from receiving the original allocation a year late. We expect to have 16-17 funding fully expended by close of the 17-18 fiscal year.

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

> 2015-2016 - N/A
>
> 2016-2017 - At Garden Grove Adult Education, the allocation will be used to fund maintenance of ongoing programs in the 7 AEBG areas including but not limited to, materials, staffing, facilities, maintenance, computers, ITS, etc. In addition, there are plans to expand student participation by offering field trips to local community colleges to increase awareness and interest in transitioning to credit programs, as well as, professional development and state-wide conference attendance. At Rancho Santiago Community College District, the allocation will be used to fund ongoing AEBG administrative, classified and faculty positions, as well as, AEBG facilities expenses and support services for student and instructional programs. In addition, consortium-wide professional development and conferences are planned. It is RSAEC's intention to fully expend 2016-2017 funds prior to using the 2017-2018 allocation.

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