

44 North Coast | 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)

College of the Redwoods Adult Education will offer classes at locations accessible to learners within the CR service area. Based on identified workforce needs, our classes will increase attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of the region.

We made significant strides in 16/17 compared to 15/16. A full staff and time to plan and implement program allowed us to expand our offerings throughout Humboldt and Del Norte Counties. In the spring semester we offered classes at over twenty locations. Many of these were small, but we are committed to figuring out how to offer program in locations traditionally underserved by education programs.

Going into the 17/18 fiscal year, we have trimmed back some of our geographical offerings in order to concentrate on establishing a limited number of core locations which the community can become accustomed to having adult education classes. We will continue to work with our rural partners to ensure access to education programming.

In 17/18 we will continue to implement the ten focus areas detailed in the Year 1 and Year 2 Plans. Additionally, we will focus on the following: full implementation of a HiSet mobile testing program, growing our student outreach efforts, increasing public relations, development and submission of additional pathway programs, increased alignment of adult education and CR credit/CTE programs, and curriculum development and training for instructors.

Data Management funds will be used to employ an individual focused on gathering quality CASAS assessment and follow-up data. Structure will be developed to review and use data to drive program and curricular decisions.

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.
ABE, HSE, and ESL in rural areas.	Coordination with partners in rural areas, especially our local Native American tribes.	Continue to work with rural agencies to establish classes and maintain enrollment at the level required by College of the Redwoods. A measurement of effectiveness will be completed classes or new arrangements made for rural students getting to and enrolling in classes at a central location.
Maintaining high enough student enrollment so classes do not have to be cancelled.	Attendance and enrollment data.	Reduction in the number of classes canceled in the 17/18 SY.
Pathway aligned CTE programs.	Course and pathway offerings.	Creation of new pathways and enrollment numbers.

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.

Continue to refine plans with local Native American tribes: Yurok, Bear River, Hoopa, Tolowa, and Wiyot. Almost all classes offered in coordination with the tribes have resulted in small numbers. One strategy being explored are shorter course offered that lead to longer course in a more central location.

Currently participating with CR's marketing plan, including print and radio adds. Planning for the use of television adds to air in late fall and early winter.

Moving from an open enrollment model to a closed enrollment model.

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?
Continue to work closely with CR Counseling staff	2 - Mostly not implemented	The fact that the Adult Education Office is not in the main campus hinders regular contact and conversation, but the Adult Education program has been participating in the more formal and structured activities with counseling.	None	
Monthly RAE Executive Committee Meetings	3 - Somewhat implemented	Committee voted to meet every other month.	None	
Participation on the Workforce Development Board and local Chambers of Commerce. Establish business partnerships.	4 - Mostly implemented	Outreach and networking have been strong but additional work remains.	Continue to seek new business partners willing to play a role in aligned Adult Education classes.	
Pathway Development	2 - Mostly not implemented	Completion of approved pathways have occurred, but the awarding of certificates has been stopped based on state regulations. Additionally, CR placed a moratorium on the development of new Adult Education courses and pathways until a faculty review of the program was completed. The review was schedule to be completed by early spring but remains unfinished.	Address issues related to state regulations. Address recommendations from faculty review when released. Return to previous year's plan for developing additional pathways.	
Review of enrollment and completion data	3 - Somewhat implemented	Aligning to the new data requirements placed a greater focus in 16/17 on implementation. Almost all the pieces are currently in place and data review happened this past spring semester.	Create a set of regular reports to be reviewed by the adult education team, leading to recommendations.	

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.

Partner with Literacy Pro Systems to develop an integrated communication system with existing partners.

Increase classes offered and begin academic/job training advising at The Job Market (local One Stop).

Aid the academic transition of incarcerated students leaving the Humboldt County Correctional Facility.

Maintain role in academic transition between high school program and college credit program at Pelican Bay State Prison

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?
Continue to partner and support the development of accelerated basic skills classes at College of the Redwoods	5 - Fully implemented			

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).

[Work with CR counseling staff to identify students transitioning from Adult Education into credit programs who would benefit from ongoing support and/or accelerated classes.](#)

[Create a transition pathway for ESL students preparing to enter the credit program. This would include classes in college level reading and writing, as well as math development. The classes would the additional focus of second language development along side skill development.](#)

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?
No Data				

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.

[Train Adult Education manager and instructors to the following curriculum: Career Ready 101, Cyber High, HiSet, and On Course.](#)

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?
Maintain and establish new MOU's to use facilities at little or no cost.	4 - Mostly implemented	We have a high number of new partners with active MOU's. We continue to pursue new partners.	Current outreach strategies have increased partnerships. Continue with current practice.	

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.

Pursue moving to a new Eureka location that would house Adult Education, Community Education, and credit classes. A centralized location would help establish CR's presence in the community and enable us to work in a more comprehensive manner with our partners.

Continue to grow collaborations with the Job Market, Humboldt County Correctional Facility, Humboldt County Probation Department, and Pelican Bay State Prison. The Work classes and college preparation classes have served many students this pasted year. Room to grow remains.

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	\$1,072,429	\$1,072,429	\$0
2016-17	\$1,095,445	\$794,662	\$300,783
Total	\$2,167,874	\$1,867,091	\$300,783

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

After very low staffing during the 15/16 fiscal year, staffing increased dramatically in 16/17. Turn-over has resulted in hard to fill positions. An entry level Advisor positions has just been filled after many months remaining open. Changes in administrative personnel has left a manager position open and unfilled. When fully staffed, we should have about 80% of our budget encumbered by salary and benefits. The remaining funding will be used for rent, training, travel, curriculum, hardware, software, and various other supplies.

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

The AEBG Executive Committee began some time ago discussing possible options for spending down carry-over funds during the 17/18 fiscal year. Some possible funding items are as follows:

- Partnering on the costs of tablets in the jail
- Stipends for curriculum development for HSE and ESL classes.
- OSHA training of trainers cost
- Funding a tech replacement plan
- Rental costs associated with CTE programs, for example the cost of renting a kitchen to teach a culinary class.

Items will be discussed and prioritized by the Executive Committee, and an implementation timeline developed by staff.

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