47 San Bernardino | 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)

In keeping with the Collective Impact approach of having the region work together, the Inland Adult Education Consortium (IAEC) has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan submitted in March 2015 serves as a foundational plan for the Consortium toward the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability among adult education providers. In partnering with community providers including businesses, government and educators, the Consortium continues to work toward creating a comprehensive regional approach for students by providing tools and support for their progression along their educational career pathway.

The Consortium continues to make progress in the implementation of AB104 by building on the plan developed during the AB86 planning phase, which resulted in the Regional Comprehensive Plan submitted in March 2015. The Regional Comprehensive Plan incorporated input from multiple stakeholders that included representation from the Community College District, K-12 Member Districts, and Community Providers of Adult Education and Services. Representatives included faculty, teachers, administrators, and staff from across the region.

The Consortium implementation of services during the 2016-17 program year was based on refinements to the Regional Comprehensive Plan, data culled from the American Community Survey, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose three priority areas for the 2016-17 program year, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas were identified based on the Legislative Analyst's Office report which highlighted the greatest need in the AEBG Program Areas of High School Diploma/High School Equivalency, Basic Skills and English as a Second Language. In addition to the expansion of programs at existing Adult Schools, one K-12 Member opened a new adult school, and two additional members relocated their programs to new sites that better meet the needs of the communities they serve.

The Community College District successfully piloted a non-credit basic skills math course in 2016-17 to assist in transitioning students who assess below collegiate level course work; a pilot which resulted in 100% transition to

credit-bearing courses. In addition, a counselor is being hired to assist in transitioning students from both non-credit to credit course work at the college and work with each Adult School to transition students to postsecondary pathways.

In the 2017-18 fiscal year, IAEC will embrace the opportunities to work regionally on the assessment and placement of students, use of student data in program design, address further gaps in services, and identify ways to support accelerated learning programs for students' academic pathways and/or career goals. The region will work together on creating a Consortium-wide professional development calendar and build relationships with more community partners to better leverage existing resources.

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.
Increase number of students transitioning from Adult Education programs to post-secondary programs	Enrollment data	Increased enrollment/transfer from adult education programs to both colleges
Expand the levels and frequency of ESL and ABE courses across the region	CASAS testing data and waitlists	Increased offerings of ESL and ABE leveled courses, and the addition of NEDP.
Increase the number of CTE courses leading to industry-recognized certifications across the region	LMI data	Increased CTE offerings and enrollment across the region

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.

IAEC Members will continue to analyze gaps in services, and provide remediation to the gaps at the Member level, that will support career and academic pathways leading to median wages and/or transitions to post-secondary institutions.

IAEC will enlist the services of a consultant(s) to assist in the implementation of the Annual Plan including, but not limited to, Adult Education/CTE Program Implementation, WIOA, Contextualized Instruction, Document Preparation, Partnership Building, Meeting Facilitation, Setting up New Programs, Curriculum Design.

IAEC will continue to host regional trainings for the AEBG State Office and CASAS, as well as shared professional development days for all Members and neighboring Consortia.

IAEC will embark on an aggressive marketing campaign (print, direct mailer, radio, etc.) to increase enrollment numbers, and share information about the services offered. A dedicated IAEC website will be enhanced.

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?
Adult Education Counselor at each College	3 - Somewhat implemented	Collective bargaining units and union issues slowed the process; Changes in leadership	Hiring a second counselor	None
Create a pathway flow chart from adult school to postsecondary	1 - Not at all implemented	Late hiring of transition counselor	None	None
ESL Transition Program	5 - Fully implemented	Piloted at one site with 23 students	Continued Evaluation	None
Expansion of Basic Skills, High School Diploma, GED and ESL	5 - Fully implemented	None	Continued expansion of course offerings	None
High School Diploma /GED goal setting course	5 - Fully implemented	None	Expand offering across region	None
Need to update and standardize curriculum for High School Diploma, GED, Basic Skills and ESL classes	5 - Fully implemented	None	Continued Professional Development	None

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.

> IAEC Members will continue efforts to support and increase the level of transition of students between programs and into post-secondary programs at both the community colleges, through industry recognized certification programs and/or into the workforce.

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?
Cohorts / Learning Communities	5 - Fully implemented	None	Expanded offerings to additional program areas	None
Non-Credit Math Course	5 - Fully implemented	None	Expanded offerings based on 100% transfer rate	None

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).

> IAEC will continue to expand pilot program offerings to accelerate student progress through academic pathways, including but not limited to cohort models, co-location of services, and academic boot camps.

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?
CALPRO Trainers	3 - Somewhat implemented	None	Continued Professional Development	None
In-State and Out-Of-State Conferences	5 - Fully implemented	None	Continued Professional Development	None
Non-Credit Professional Development	3 - Somewhat implemented	Faculty Union Contract	Continued discussions and planning	None
Professional Development on Adult Education	5 - Fully implemented	None	Continued Professional Development	None
Professional Development on the use of Technology	5 - Fully implemented	None	Continued Professional Development	None

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.

> IAEC Member Districts will focus on providing professional development to all members across the AEBG Objective areas and in alignment with the AEBG Program Areas.

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?
Develop workforce relationships	5 - Fully implemented	None	Expand relationships	None
Use of County Library for classroom instruction in ESL - Bloomington	1 - Not at all implemented	Alternate locations found	Identification of dedicated location	None
Use of County Library for classroom instruction in High School Diploma/GED - Bloomington	1 - Not at all implemented	Alternate locations found	Identification of dedicated location	None
Vehicle Maintenance Training Course	5 - Fully implemented	None	Continue program	None

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.

> IAEC Members will continue to partner with the San Bernardino Workforce Development Board and across each Member District/College to expand service provision leading to jobs in high growth sectors through the provision of the AEBG Program Areas.

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	$9,869,529	$9,476,498	$393,031
2016-17	$9,961,494	$7,390,987	$2,570,507
Total	**$19,831,023**	**$16,867,485**	**$2,963,538**

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

> The only issue was respective district BOE's impeding hiring based on the term "grant" in the legislation.

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

> The IAEC Board has approved a plan to spend the remaining 2015-16 funds, and expects Member Districts to spend all funds from 2016-17.

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