

48 San Diego | 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 Vision for Year 3 of the SDAERC includes working with consortium members to identify and serve more adult learners that are neither working or in-school. This includes strategies to enroll and support them in coursework that leads to a gain the skills in a career pathway of interest. Together members are actively collaborating to expand ESL courses, Adult Secondary, CTE and College Preparation courses in key targeted communities as well as at co-located sites. Members are actively creating new strategies to increase effectiveness and linkages between Adult Basic Education (ABE) courses to Diploma and/or Equivalency courses as well as for CTE for students with special needs and special populations (e.g. those with disabilities, transition aged-youth, English language learners, parents, and older adults) Members have determined the establishment of a joint steering committee will be created to support and oversee work groups that will evaluate data collection processes, budgeting, and evaluation of the effectiveness of the consortium in achieving our shared goals. As part of this steering committee workgroups will be formed in the Fall to develop joint professional development opportunities, to increase alignment between the members and to support student transitions. This includes the data sharing agreements and processes to share assessment results for placement. Both members are reviewing the effectiveness of staffing positions hired to support the goals of the AEBG 3 year plan including: mentors, classified staff supporting instructional programs, student services and administrative functions as well as classroom-based instructional aides, and mentors .

Both members have developed new sites for Adult Basic Education course offerings. TOPSPRO Enterprise data is being collected and reported (SDUSD has 100% reporting and SDCE is reporting approximately 50%). Members have improved classroom based and administrative technology systems and tracking as well as infrastructure, this will continue this into the next year where we anticipate most of these upgrades will have been completed. SDCE is still awaiting the finalization of a new student Human Capital Management system with PeopleSoft at the District level and continues to advocate for noncredit needs as this is rolled out.

SDCE has rolled out and implemented eCASAS in all ESL, ASE, and ABE programs. SDUSD continues to use state approved assessments to place students. SDCE has made significant improvements in institutional effectiveness in program review and integrated strategic plan tracking, analysis and accountability. Members continue to engage instructional personnel and student services for the alignment of curriculum, assessment, learning objectives, and other student supports to support college transitions.

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.
Need to establish a steering committee to oversee work groups that will evaluate data on a closer level and monitor strategy effectiveness.	Executive Board discussions and other work groups. Move to expanded steering committee governance model.	Groups will meet monthly and keep notes on progress. Steering Committee will guide data reviews, discussions, and benchmarks.
Need for common professional development to support student gains, achievement, and transitions.	Faculty do not have access or shared time with one another and thus a lack of understanding exists in the alignment of programs and goals.	Observing the implementation of strategies and reviewing the effectiveness of implementation.
Need common communication and tracking system shared by SDCE and SDUSD to case monitor students transitioning between the institutions and potentially partners.	Through data gaps, the transition process of students from SDUSD and SDCE will be reviewed. Only partial data is obtained.	Establish communication system between SDCE and SDUSD and review by work groups. Topspro will report usage.
Need practices that integrate the Local Workforce Development Board services and systems with the adult education services and systems	Examine existing and potential resources and partnerships.	Increased enrollment in programs and services and access to increased funding for mutual benefit with participating organizations.
Provide Enhanced Instructional Materials and update classroom technologies and infrastructure.	Review of standards demonstrates need for stronger alignment and through student feedback, differentiated student learning needs.	Student feedback, class observations, readiness for college courses.

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.

Work with other partners in our service area to develop and expand programs and services for student success.

Establish a joint steering committee to oversee work groups that can focus on the gaps and strategies to review effectiveness.

Improve and expand data collecting processing and procedures among and between consortium members.

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?
Develop a student tracking system	3 - Somewhat implemented	Need for an integrated communication and tracking systems that are utilized by consortium members that support data collection and reporting and integrated planning within member institutions and between the SDAERC members	Further establishment of integrated systems and processes for communication, data tracking, instructional delivery models, transitions, and referrals between AE and CTE programs as well as between the two member institutions.	Webinars or a system of sharing to view how other programs are collecting and sharing data.
update to CASAS e testing	3 - Somewhat implemented	San Diego Unified has decided to use TABE on-line as their assessment process and is reviewing the effectiveness and alignment with partners. SDCE does not have a consistent assessment for CTE and other similar programs; however SDCE is fully implemented for ASE and ESL.	Update to CASAS e-testing. eCASAS testing has been implemented in all ESL, ASE, and ABE programs at SDCE. Further work is needed in CTE, DSPS, Emeritus programs. SDCE is also moving instructional models in ABE/ASE away from using TABE locators in addition to CASAS testing. Further consistency is needed in ASE programs for pre and post eCASAS.	Continued analysis tools to review student outcomes and suggestions of strategies to meet needs.

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.

Data sharing and evaluation through work groups led by the Joint Steering Committee. Continued efforts to align coursework, graduation outcomes, and CE pathways using CASAS data.

Assess need and expand, where appropriate, Adult Basic Education and CTE sites , including new campus and community locations.

Develop a common communication and tracking system shared by SDCE and SDUSD for referrals of students transitioning between the two institutions.

Hire and ensure that staff have been hired to develop systems for financial, integrated planning, and instruction are meeting the intent of AEBG both in member institutions and between SDAERC members. Ensure that noninstructional staff positions, including mentors, aides, student services, and outreach staff are supporting the retention and progress of enrolled students and helping to bring new students into the adult education program.

Align and standardize high school diploma, equivalency, ESL, DSPS, older adult and CTE curriculum between consortium members, including the widespread, standardized use of placement tests where appropriate, the development and use of course standards and objectives, and the completion of new and/or revised instructional content and curriculum.

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?
Develop program similar to CBET model offering child care	1 - Not at all implemented	Developing an agreement and costs were prohibitive.	SDCE is considering whether to continue the pursuit of this model between ESL programming located at SDUSD.	
Expand VESL and modified I-Best programs	3 - Somewhat implemented	Cost prohibitive and coordination with CTE faculty members.	Consortium has met regarding expanding AE ESL programming onsite at SDUSD high schools for parents and students. Integrated Education and Training models are being explored between CTE and ABE courses in addition to VESL focused on SDUSD refugee populations.	Share information on what other Consortia are doing to address this area.

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).

Update and create curriculum and instructional materials, including hybrid approaches, that are designed to prepare for and reflect postsecondary and occupational transitions and placements. Update and create curriculum and instructional materials that are designed to prepare for and reflect postsecondary occupations and placement.

Update computer, smart classroom technologies, and equipment as well as out of date facilities in order to support student learning outcomes, progression, and completions leading to increased enrollment, as well as transition to employment or credit programs.

Implement data-driven program improvements that provide measurable increases in the percentage of students who transition annually, within member institutions and between SDAERC members.

Develop additional student support services and systems and hire staff to support special populations of students by enrolling them in appropriate coursework such as Opportunity Youth, disabled students, non-native English speakers, and older adults.

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?
Provide professional development	4 - Mostly implemented	Ned for Professional Development for faculty and staff around AEBG strategies between SDCE and SDUSD to support student gains, achievements, and transitions.	SDCE has implemented and is in the second year of the Passport to Success Faculty Academy as one related to classified staff. DSPS held a second year of joint training with SDUSD TRACE Program. SDCE implemented the Academy for College Excellence FELI model and 50 staff were trained, including five faculty instructors. The ACE/Personal Growth course was successfully launched, serving a number of students.	

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.

Enhance instructional staff's understanding of and use of technology tools, online curriculum, hybrid course models, classroom management systems, student supports and electronic student resources and learning management systems such as Blackboard and Canvas.

Support Adult Education noncredit research, analysis, assessment, integrated planning, course content and services to special population programs via attendance at conferences and other professional development.

Support faculty and management through increased professional understanding of labor market information, including occupational trends and industry defined soft skills.

Support faculty to understand and increase the number of articulation agreements with SDUSD as well as SDCCD career technical programs.

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?
Align resources to support adult education career pathways goals.	4 - Mostly implemented	Lack of system level structure to collect, measure, and analyze student outcomes related to employment, wages, LMI job demand trends, and alignment with course offerings.	Continue ACE program, the Gateway to College program, personal growth program and new curriculum in CTE.	
Build partnerships with business/ community that are mutually beneficial	2 - Mostly not implemented	Lack of practices that integrate the LWDB services and systems with the Adult Education services and systems.	Provide leadership and participate in AEBG "Super Region"; participate in joint training	
Provide leadership and participate in AEBG 'Super Region'	4 - Mostly implemented	Previously only the consortium director attended the meetings. Now attendance has been expanded and information is flowing better.	Build partnerships with business/community that are mutually beneficial.	
Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs	3 - Somewhat implemented	Explore further collaborations with the LWDB for the collaborative provision of AJCC and youth workforce services. Further develop the capacity for Work Based Learning models, such as internships, career speakers, and job shadowing.	A local WDB MOU Phase I and II has been executed. Increased partnership with LWDB, including collaborations on Opportunity Youth Awareness campaign and grant opportunities.	

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.

Analyze student outcomes and employment , including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions,relationship of jobs secured to student field of study

Further develop the capacity for Work Based Learning models, such as internships, career speakers, and job shadowing.

Explore further collaboration with the LWDB for the collaborative provision of AJCC and youth workforce services.

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	\$4,332,988	\$2,865,250	\$1,467,738
2016-17	\$4,445,071	\$1,549,260	\$2,895,811
Total	\$8,778,059	\$4,414,510	\$4,363,549

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

Due to the sequencing of distribution funds and prioritization of expenditures, agencies used prior allocations first. Continued tracking of costs, has helped identify needs to support each other in reviewing statements at quarterly benchmarks. Continuous evaluation of student needs and gaps of services dictated trends in spending.

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

New systems have been put in place, a new Consortium Director has been hired. There has also been an increase of oversight of collaborative budgeting and expenditures which has led to budget adjustments for Year 1 and Year 2. SDCE maintains a Participatory Governance Committee for AEBG and a new Advisory Committee is being formed, including work groups from both consortium institutions.

Section 3: Certification and Submission

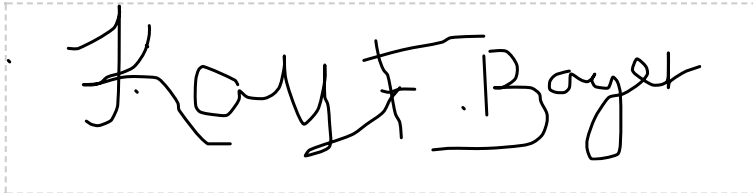
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A handwritten signature in black ink, reading "Kay F. Boyer", is enclosed within a dashed rectangular border. The signature is written in a cursive style with a large initial 'K'.

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