51 South Bay (San Jose Evergreen) | 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)

SBCAE's year three will see systemic connections and collaborative planning processes mature while current capacity is maintained, transitional programs and innovations will continue to be piloted, and, as resources allow, innovations expanded up to scale. These are the priorities core to the SBCAE Three Year Regional Plan (p. 115). Goals and objectives for the proposed activities for 17-18 align with both tiered priorities and the overarching vision of the consortium. SBCAE's vision is to build greater connections among providers and increase opportunities for adult education students to seamlessly progress along pathways aligned to their goals. Our vision includes addressing student barriers with supports provided directly by members and through community partnerships, including a fully functioning SparkPoint center serving the consortium. SBCAE is building a "no wrong door" regional adult education system.

Allocations submitted match those of the second year. Some 2016-17 activities took time to get to full capacity; by the end of year two most personnel were in place, and project teams are poised to continue their effort at full speed in year three.

For two years the faculty workgroups, with reps from all nine institutions, have met regularly as both a group of the whole and in subgroups.

The ESL workgroup examined common writing rubrics and assessments, and adult schools' student competencies alignment to college expectations. They developed initial articulation agreements allowing adult school students to be placed in college ESL programs based solely on adult school completions. These models for articulation will continue to be implemented across the consortium next year.

Some basic skills curriculum was revised and approved to align to College and Career Readiness Standards (CCRS) using the same courses across all five adult schools Next year will further development of consortium-wide standards-based courses that prepare basic skills students for post-secondary success.

The Adults with Disabilities (AWD) workgroup advised a new consortium-wide AWD specialist, who supported teachers and met with students in all adult schools. The Universal Design model was shared individually and in professional development activities for teachers. The specialist has been so successful that in 17-18 the consortium will explore how to expand services.

The Career Technical Education (CTE) workgroup continued to identify career pathways in the region, and for the next year will help complete the matrix of possible pathways in a format that both can be used by Transition Specialists and counselors and in the re-design of the consortium website as a part of the focused marketing and outreach campaign for 17-18.

The Three-Year plan identified the need for Transition Specialists, placed at all nine institutions, to facilitate "warm handoffs" among members. By end of the second year the network of Transition Specialists was all in place. Next year will continue collaboration to clarify the similarities and differences in supports for students in all institutions in both systems and identify more common tools to support students, as well as inform the Immigrant Integration framework project which will expand connections with community partners. All activities will support the intensive marketing and outreach campaign to recruit more students into the No Wrong Door system.

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.
Some classes in certain parts of our service area, in some members' programs, are filled and students must wait, are referred to other options, or are left unserved	There have been waiting lists at Milpitas and East Side Adult Schools. At other sites, although waiting lists are no maintained students are turned away. In general the service capacity, that is the number of students served, is far below that needed to meet the need identified in the Three Year Regional Plan.	Of course having increased funding would help - and having the colleges expand their non-credit offerings is helping to some extent. Finding teachers, even when there is funding for classes, has been a certain barrier for expanding offerings. Additionally the consortium will work with other consortia to build a better "pipeline" for adult education instructors. Expanding the number of students served and exhausting waiting lists will be a sure measure of progress.
The region as a whole needs more offerings for adult education students. We are only serving a small percentage of those in the region who have not finished secondary education, need to acquire more English skills, and are unemployed and underemployed.	Hiring Full Capacity Marketing to do some deeper "market analysis" confirmed again, with hard statistics, that these gaps between need, and service/participation are large. The gaps are already identified by the American Communities data, city and country studies, and the local Workforce Development Board plan.	Funding, again, is a barrier. One of our nine "project areas" for the years focuses greater outreach and student recruitment. The Immigrant Integration project will build stronger connections with community partners and the Marketing/Outreach multi-media project designed by Full Capacity Marketing will reach and recruit students to the "Open Door" system.
There are curricular gaps from lower basic skills classes (ESL, ABE and ASE in the adult schools) to entry classes in the colleges (non-credit, credit and CTE programs). More research-based instructional models and strategies, including contextualized basic skills development, is needed - the pathways and bridges as identified in the Three Year Regional Plan have not been fully developed. The bridge programs leading to short term CTE program need to be aligned to the regional job market's needs.	The Faculty Workgroups and subgroups have looked closely at competencies expected to be achieved for ESL and basic skills (ABE and ASE) courses. The curriculum of ABE and ASE has begun to be measured against the College and Career Readiness Standards. The ESL Work Group looked at writing rubrics, and reviewed student writing samples, and in doing so identified a gap what adult schools' target as writing performance and academic readiness. The CTE Work Group, Transition Specialists, and other Data staff observe that a low number of adult school students, and non-credit college basic skills students, gain new employment, and continue to enroll in and finish credit CTE programs.	Student progress indicators, and signs that these curricular gaps are bridged, will follow the seven outcomes outlined by AB104; enhanced and more rigor, with more individualized student supports, will result in a higher number of student outcomes. Increased enrollment in bridge programs and non-credit programs will be tracked, but more importantly the number of students who persist and complete classes and programs will be measured. For students who transition to post-secondary and for students who finish adult school programs, the number of students who acquire, and keep employment will increase. The wage gains for students completing programs will be tracked in the dashboard. The Data Team will work to establish baseline data, and help each of the nine project teams identified realistic outcomes to measure progress.
Immigrants are not accessing training to the proportionate degree needed as indicated by the regional demographics and the result is a widening economic divide	Data from the workforce development board show that 4% of participants in Title I programs are English learners. Every demographic measure of the region shows many times that of the EL population, and shows segments of the immigrant population with significantly lower SES. Both the City Office of Immigrant Relations and the County Office of Immigrant Affairs have current reports on how immigrants are critical to the local economy, and disproportionately obtain jobs with family-sustaining wages.	Several of the projects for the 17-18 year will try to recruit and support more of these marginalized adults to enter, persist and complete programs. The Immigrant Integration framework project will build stronger partnerships with community-based organizations to support immigrants' progress, and build internal capacity to identify specific supports, like the SparkPoint financial support services model, for immigrant students. All these projects will collect data on students served and attempt to evaluate what "interventions" result in a greater number of students persisting and completing training.

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.

The consortium will support developing more "bridge" classes and non-credit entry points in the colleges, and providing related professional development, for integrated skills training for faculty in both adult schools and colleges. Colleges will develop Integrated English Training, classes as committed to in application for the WIOA Title II grant, which three consortium member districts and the four colleges applied for together and were awarded. The consortium will explore the expansion of new articulation agreements among adult school members and the colleges in ESL to track how adult schools are increasing rigor and preparing students for post-secondary success.

The consortium has worked with Full Capacity Marketing to develop a comprehensive branding and focused outreach campaign in order to reach more underserved populations and areas than we currently reach. Enrollment in some areas is down from the previous year while the need is still unmet, as judged from regional statistics. SBCAE will be much more visible in recruiting students in all media, in multiple languages, and in all areas.

Immigrant Integration project, working with the ALLIES organization, will implement prototyping for the Framework developed jointly by ALLIES and SBCAE. The project will deepen already existing connections to community-based organizations and resources to recruit more students, identify more referrals for support services, and have the SBCAE staff (especially the Transition Specialists) help students navigate social service and job training systems.

Even without the ability to add many new courses, the outcomes for established levels of service will be increased if there are more supports in place for students. The network of Transition Specialists, finally fully-staffed by the end of this past school year, will continue to build their capacity for helping students identify goals and pathways, and address those possible individual barriers that prevent progress and identify resources and practices which act as springboards to accelerate progress. In addition to the expanding map of community resources identified by the Immigrant Integration project, the consortium's SparkPoint financial services center will be further developed as hub for critical support service provided to an ever-expanding number of consortium students.

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?
Associate Deans in Evergreen and San Jose colleges will help build new non-credit classes in the colleges and work with the Transition Specialists to develop pipelines and pathways.	3 - Somewhat implemented	An Associate Dean for Non-Credit is in place at Evergreen Valley College (EVC), but one has not yet been hired for San Jose City College (SJCC). At EVC the coordination of all non-credit courses and programs, with all the Transition Specialists, is underway and plans to develop new non-credit pipelines and pathways are ongoing. At SJCC there are non-credit courses and the Transition Specialists work wit multiple departments directly. West Valley College and Mission College both have developed new non-credit courses and pathways. Full implementation is a next step.	Planning is underway to streamline the non-credit course curriculum approval processes at both SJECCD and WVMCCD. Both College Districts have dedicated Transition Specialists working with Adult School Transition Specialists to map the development of new paipelines and pathways.	State Chancellor's Office support to streamline approval of non-credit curriculum would assist and expedite the development and full implementation of this critical AEBG plan effort for enrollments in Career Technical Education (CTE).
Continue the mapping of courses and SLOs between the two systems.	3 - Somewhat implemented	The complexity of the two systems, and the differences among members' programs in each system, has slowed progress. The need to have more dedicated staff to coordinate the effort was a barrier.	CTE work group is to finish mapping career pathways among all members. The ESL and Basic Skills work groups will continue mapping. Having a curriculum specialist working to revise and align adult schools secondary courses will expedite progress	Beyond the "AEBG Operations" webinars the AEBG TA group could offer other training on instructional strategies, advisement, serving adults with learning differences, etc. While online support is welcome, regional in person workshops would help.
Continued joint professional development for faculty and guidance staff from both systems focused on themes identified by faculty work groups.	4 - Mostly implemented	The calendar conflicts in multiple districts, resources for released or paid time, and identifying topics and presenters that fit all member faculties' needs were barriers to doing more.	Joint and expanded Professional Development is one of the nine prioritized projects for SBCAE in the 17-18 year	Having this mapping done on the state level, and having what has been done (the Common Assessment matrix etc.) would be helpful.
Explore Common Assessment: Map and develop crosswalks among current assessment tools.	3 - Somewhat implemented	Although progress was made as the two faculties worked together, especially in ESL - the larger systems' requirements complicated progress.	Expanding the newly develop articulation agreements in ESL. Exploring how similar articulation agreements can be made for adult secondary education and transition to post-secondary credit.	Mapping on the state level would be helpful and having the AEBG TA group provide PD or rubrics would be helpful.
Transition Specialists at all nine institutions will work as a unified network to develop the "No Wrong Door" model.	3 - Somewhat implemented	Staffing in all members' institutions was not complete until the end of the year. Insufficient time has been given to develop collaborations and for the Transition Specialists to "own" their network. The differences among member institutions' expectations for the TS was a barrier; some full time and some part time. Colleges, seeing recruitment to college as the primary goal, while adult schools address the additional goal for adult school to help student find work immediately will need to be reviewed.	One of the highest priorities for the year is to continue to support the TS network to develop, working with each other as a community of practice, and provide the tools (data bases, software, media outreach) to share resources, expedite transitions, and accomplish goals.	There are enough consortia that have these "navigator" positions now that specific training and resources should be provided to them through the AEBG TA group. Also connecting to other model Navigator programs (WA state) would be helpful.

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.

The ESL articulation agreement developed in 16-17 between two adult schools and one college will be expanded. The agreement aligns student learning outcomes and assessments and so lets adult school programs know exactly what colleges expect and let the colleges know how adult school students have been prepared. In the agreement an adult school student is placed in college while passing the usual assessment intake process. While this is easier in one discipline (ESL) the consortium's Basic Skills lead will also explore how completion of Basic Skills classes - with new student learning outcomes aligned to CCRS and related assessments - can better align to what's expected in post-secondary programs. More regular inclusion of Academic Senate reps in the SBCAE's Steering Committees or Consultancy Council will facilitate this curricular and assessment alignment.

The consortium will co-locate college classes on the adult school sites to increase the ease of transition and build more effective bridges. College classes (non-credit basic skills/ESL, credit not for transfer, not-for credit CTE, short term CTE, credit CTE) were located at all five of the adult schools in 16-17. Co-location will facilitate more regular collaboration among faculty in the two systems as they look are student readiness, expected competencies, both common assessments and assessments that are aligned.

The colleges will build more non-credit option for adult education students either transitioning into the colleges from the adult scholls, or entering directly. Non-credit programs - ESL, basic skills, and CTE/contextualized basic skills - will strengthen the bridge for ESL and lower skilled students. Transition Specialists will help navigate the bridges and help assess where there are bottlenecks, leaks and springboards. All nine institutions are now part of the WIOA Tile II program, with five having applied jointly. The four colleges are newly included in WIOA title II. This supplemental funding, with its related requirements, will help align and integrate data collection, student goals', assessments, curriculum (e.g. EL Civics and IET), and foster/make possible a community of practice where student performance outcomes and measures are used in common.

Recent initiatives toward validating adult school attendance (and perhaps non-credit college attendance) as expediting the enrollment of undocumented students into credit programs will address a historical bottleneck or leak in the seamless pathway. The consortium sees this as important solution to further our service, given the large number of undocumented residents in the county.

The four faculty work groups, with reps from all nine institutions, will meet regularly. They continue to be the most important activity to innovate, to discuss common assessments, rubrics, aligned curricula and commonly understood student competencies. In the third year the faculties have built strong personal and professional relationships and now better understand each other's language and thinking.

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 and align calendars of offerings in Bridge Programs, Transition Classes, Shorter term bootcamps and other "transition points" that support accelerated transitions.	2 - Mostly not implemented	Each system, and each member in each system, have district guidelines as to approving and offering courses. While key staff (Transition specialists and faculty) are learning the calendars and sequence of classes in each system, it remains an ambitious and complicated task.	The Transition Specialist network, the Outreach campaign with student-friendly portal, the data project to integrate program information, all will continue to pursue having accessible resources on calendars and all offerings.	
Explore establishment of a "Regional Resource Center" for assessing student needs and barriers, similar to the SparkPoint model.	5 - Fully implemented			
Professional Development in integrating College and Career Readiness Standards into ESL and High School Diploma. (Including CalPRO Training at Milpitas Adult School). Curriculum adapted, books and materials identified, assessments aligned to CCRS.	2 - Mostly not implemented	There were consortium-wide training (CalPRO), and individual member institutions worked on integrating CCRS and English Language Proficiency Standards (ELPS) into curricula, The development of non-credit courses in the colleges was a central focus – each member in each system did necessary work, and quality PD was offered – time and dedicated resources were the biggest barriers to full implementation,	Both the ESL and the Basic Skills Faculty work groups and their project teams will continue to focus on building college and career readiness into basic skills courses and relate professional development.	More resources, from the WIOA contractors and the AEBG TA group, both digital and in person training, on CCRS and ELPS for the adult schools and integrating CTE in basic skills for both faculties.
Professional development models and instructional delivery that accelerate student learning (ESL bridge classes, Bootcamps. College classes co-located on adult school sites), Individual Learning Plans (ILP's), embedded teacher-student contact time, accelerated enrollment, contextualized learning).	3 - Somewhat implemented			
Transition and Learning Disabilities Specialists will assist students in identifying and overcoming barriers to learning. Establish system of referrals.	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).

The development of the Integrated English Training (IET) courses, a part of the new WIOA EL Civics program, are, by definition, intended to accelerate students' progress into CTE programs. As the colleges work to develop and deliver these new courses, connections will be made among the faculties of both the adult schools and colleges to further study what curriculum and instructional strategies will accelerate students' progress to achieve more of the WIOA/AEBG outcomes. Both systems being in WIOA will facilitate the implementation of common evidence-based strategies.

Incorporating the research like the College and Career Readiness Standards in the basic skills (ABE/ASE) curricula and the English Language Proficiency Standards in the adult school ESL courses will align expectations and courses, and so accelerate learning. Exploring how the curricula are delivered (strategies like shorter term courses, boot camps, workshops; online blended models; career contexts for the HSE equivalency programs or the National External Diploma Program), with the related professional development, will accelerate student progress.

SBCAE is committed to the research-based idea that expanding support services will remove barriers and so accelerate student progress. In several of year's nine project areas strategies are identified to assess individual students' needs for additional support services. Getting those support services delivered in a timely manner will increase persistence and accelerate progress. The further development of the SparkPoint Center (financial counseling and other services) will get these important supports delivered not just in one single location, but in satellite locations to broaden access. We believe the expansion of the SparkPoint center will produce clear data on students' increased persistence and accelerated progress, and can be a model for the state. Similarly, the Immigrant Integration Framework Project will identify more supports in the community and build practices for referral to these resources and support the acceleration of English learning students. The Transition Specialist Network will access all these new services as they work with students and build a system, working with our data team, to access resources and referrals.

Always a goal, but not yet fully achieved, is to have clear career pathways identified for adult education students in our region. Having the pathways current charted, and easily accessible to teachers, support staff (Transition Specialists), and students would help identify where the entry points are, where the bottlenecks and leaks are, and where there is a need for more "springboards" (innovative practices) to accelerate students' progress. This data base or map of pathways is a high priority for the Transition Specialists, and also as we build a more robust multi-media outreach campaign to attract students from the most marginalized populations. The clear mapping of possible career pathways is foundational to implementing innovative strategies to accelerate students along those pathways.

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?
AWD Specialist works with all members to design professional development with resources and strategies identified to address Learning Disabilities (LD) in all programs.	5 - Fully implemented			
Continue professional development in integrating College and Career Readiness Standards (CCRS) into ESL and High School Diploma.	5 - Fully implemented			
Professional development models that accelerate student learning (ESL bridge classes, Individual Learning Plans (ILP's), accelerated enrollment, contextualized learning).	5 - Fully implemented			
System Integration; Joint PD among guidance and support staff in two systems.	2 - Mostly not implemented	The Transition Specialists network was only fully staffed by the end of the year, and while they met regularly, did not have enough time and support to develop a community of practice, including identifying professional development needs.	The Transition Specialists "project team" is given first priority, the first of nine project areas, in the 17-18 Annual Project Plan (SBCAE document). Its project work plan will assure more time for the TS to build a team, and have focused professional development.	As stated above, having the AEBG TA develop resources and training for these "navigator" positions would be extremely helpful.

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.

An additional feature of this next year's operations, will be the attendance of a faculty representative from both systems in the regular Steering Committee meetings. These representatives are chosen by a new Consultation Council of faculty and classified staff representatives and Academic Senate reps from all consortium member institutions. The expectation is that the faculty's increased participation in planning processes will inform decisions around professional development, and will increase effectiveness and engagement.

As stated above, the consortium has developed an exhaustive annual plan, with nine project areas, each with a team assigned to it. In the team there is data staff, Steering Committee representation, project lead, and faculty representation. The consortium has identified professional development as one of the nine project areas. Each project area will develop a plan by September with objectives, timelines, objectives and measures of success. The Professional Development team will have a calendar and work plan to achieve what's listed above, and much more as the team identifies additional opportunities for professional development. With this responsibility, the Professional Development team will identify new research-based practices and access the resources most closely aligned to implementing the consortium's plan.

More specifically, integrating basic skills with college and career readiness remains a focus for curriculum development, and the alignment of student learning outcomes and assessments, and the necessary professional development to support this priority, will be a focus of the Professional Development Team. The development of the Integrated Educational Training classes, as a part of the newest WIOA grant, will necessitate professional development for integrating basic skills.

The practice of convening multiple Faculty Work Group meetings throughout the year is central to the consortium's function. In these meetings faculty representatives from each of the nine member institutions meet in program areas to explore curriculum and assessment alignments, instructional strategies, and related professional development needs. This year the Transition Specialist network will also join this structure of collaborative meetings with the Work Groups. In each group professional development needs will be identified. The faculty chairs of the work groups and the Transition Specialists' leaders will work with the consortium Professional Development Team leader to prioritize and calendar the year's professional development activities – increasing with faculty and staff from both systems together.

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?
Conduct grant search and strategic fund development. Explore leveraging other funding in member districts.	3 - Somewhat implemented	Several applications were written. Having time and resources (dedicated staff) to do this is greatest barrier. As an example, we intended apply for SNAP funding, using AEBG funds as a match, and simply did not have bandwidth to meet the deadline.		Notices from the state offices as to when funding opportunities exist - even webinars helping with applications - e.g. the SNAP funding.
Expand connections with WDBs and connections to business and industry partners and non-profits.	4 - Mostly implemented		Co-locate a Transition Specialist at the American Jobs Center.	
Expand Partnerships with Community Based Organizations.	3 - Somewhat implemented	Development of the SparkPoint Center was an example of the kind of work that must continue. The biggest challenge is time and resource to have dedicated staff.	Potentially in seven of the nine project areas there will be an effort to expand community partnerships.	
Focused outreach; hire marketing firm to develop a marketing plan, with multi-lingual materials and media, especially outreach to underserved communities.	5 - Fully implemented		Carry out Phase I of the marketing/outreach plan.	
Work with Community Partners to develop Immigrant Integration Resources - Individualized Planning and Referrals.	3 - Somewhat implemented	Community-based organizations, the city and the county, assisted in developing the framework.	Prototyping or implementing the framework in the multiple possible uses for the consortium will further build the strong partnerships intended.	Having the metrics of immigrant integration recognized and supported by the state.

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.

Working Regionally with the Bay Area Community College Consortium (having pooled resources) to study data solutions common to the 14 consortia in the super region. The BACCC is also helping AEBG consortia understand how Strong Workforce intentions and planning can better align to AEBG.

Leveraging WIOA Title I funds - Transition Specialists will be co-located at the American Jobs Center (OneStop) to both recruit students to Title II programs and help Title I students (adult education literacy, basic skills) access the Title I services and programs.

Linking the activities of the Strong Workforce and Guided Pathways Initiatives to the SBCAE's annual plan goals, objectives and activities.

Using the Immigrant Integration Framework developed by ALLIES within the consortium, with the regional CBOs, and with city and county government agencies to build a network of supports for immigrant adults.

Continuing to identify other regional partners with aligned goals: for example working with the Santa Clara Refugee and Immigrant Forum to develop assistance for highly credentialed immigrants and refugees to expedite their positioning in the careers in which they have training.

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	$16,417,846	$16,319,917	$97,929
2016-17	$16,558,269	$14,439,706	$2,118,563
Total	**$32,976,115**	**$30,759,623**	**$2,216,492**

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

Some members, even though recruiting and posting broadly, have had difficulty finding new teachers to hire, and so have not expended all funds for classes they want to open.

Some projects which planned to use resources (Transition Specialists network, data integration, curriculum and assessment alignment) were delayed until well into 2016-17 because of systemic delays in getting all staff hired and in place.

There are still some challenges about deciding how to use funds in ways different from what used to be critical (focusing on the bottom line of attendance hours reporting) and in order to use funds in innovative ways of student supports, curriculum development and professional development.

Finding appropriate staff for these innovative functions, and recruiting in hiring in current human resource structures, is still a work in progress.
Waiting for clearer definitions of participants, data systems, and outcomes (including the implementation of the new WIOA program) has delayed some decisions about expenditures.

Now hiring has nearly completed, programs are implemented and expanding, and expenditures meet or exceed planned expenditures to date. SBCAE will complete Expenditures of the 2015-16 allocation by the Q5, December 31, 2017 Report, and will be on tract to with 2016-17 Expenditures for Q3.

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

There are very few dollars left from the 2015-16 funds. 2016-17 funds will be used first for basic operational costs of the nine member institutions to assure those are completely exhausted. The SBCAE has a much more detailed and structured plan for the year than is asked for by this submission. There are nine project areas; Counseling and support services; ESL curriculum/assessment alignment; Basic skills curriculum alignment; adults with disabilities services and professional development for faculty; CTE career pathway identification; Immigrant Integration framework implementation (ALLIES); Outreach and marketing campaign; Data and accountability/systems development; and joint professional development for adult ed staffs. Each of those project areas will develop a detailed workplan, with objectives, activities, timelines, outcomes to determine success, and resources needed. In addition to the basic operational costs the need to adequately resource these activities will draw first on remaining 2016-17 dollars.

Expenditures of AEBG funds will be closely monitored in all institutions to assure that 2016-17 dollars are completed

> before accessing 2017-18 funds for consortium activities. Some of the activities will demand considerable resources
>
> beyond basic operations (e.g. the Outreach campaign). Additionally, the consortium plans to fund a study process to
>
> identify the regional need matched against our current capacity as we develop a new Three Year Regional Plan. The
>
> consortium does not project having either 2016-17 or 2017-18 dollars left by the end of this fiscal year.

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)

Richard Uribe

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