

# 55 College of the Canyons | 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 Canyons (COC) and Golden Oak Adult School (GOAS) are partnering together to serve adult learners in the Santa Clarita Valley with a broad array of developmental and career education courses that expand access to opportunity for thousands of existing and potential students. The consortium's vision, simply stated, is to provide a robust, comprehensive program supporting adult learners in the Santa Clarita Valley. Our districts (the Santa Clarita Community College District and the William S. Hart Union High School District) have a long history of collaboration, and the AEBG consortium efforts have served to expand on the tradition of service to our community.

In the 2017-18 program year, we plan to build upon many of the goals we established for the previous year while also looking to address gaps in service such as identifying additional funding streams, finding new sites for classes, and considering staffing changes to improve efficiency. Our allocations for the 2017-18 program year are equivalent to the allocations from the previous year, and the allocations for each member remain unchanged as well. To that end, we believe the allocations are structured in such a way as to allow us to continue the work we started in earnest this past year. Our consortium three-year plan addressed goals of program alignment, program relevance, coordination, ample student services, and professional development. The 2017-18 Annual Plan continues to focus on these general categories by identifying additional human, financial, and facility resources needed to make continued improvement a reality.

In the previous program year, we successfully accomplished many of our goals, either substantially or to completion. With regard to seamless transitions, we began work on college outreach to GOAS students and articulation from noncredit to credit CTE options. We also developed a comprehensive orientation process for most of our programs, and will continue to expand on that. Guidance and support were addressed to an extent with integration of career exploration and advisement and counseling, but we will also continue our work in those areas. We have accelerated the student learning process by identifying dual enrollment options and creating short-term delivery of courses, and will move further toward course and program development that will shorten the time to completion for students. We offered and provided access to a number of professional development opportunities for faculty and staff throughout the consortium. Finally, we began work with integrating our marketing efforts and establishing partnerships that will continue to grow in this new program year.

In this coming year, we seek to reach completion on some of the goals in progress from the previous year, while also aiming at some new goals. We look to streamline our consortium staffing and better braid existing funding channels. Further, we seek to create a visual map for students that will make evident their pathways to success. We will continue our work in creating transition opportunities for students, expanding professional development avenues, and establishing new partnerships as well.

## 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.
Facilities; space to offer classes during the day with adequate parking, and identifying ideal locations where core populations exist.	GOAS has very limited space to offer classes during the day, and COC has space going off-line in the coming year to accommodate construction.	If we are able to maintain or increase the number of students served in the consortium, despite the reductions in existing space, we will have met this need.
Lack of sufficient funding incentives to support growth of adult education programs in the K-12 system.	Given fixed consortium funding, coupled with rising costs for personnel, goals of growing the program are limited.	The consortium will continue to pursue additional funding channels or braided funding solutions, and will support existing advocacy efforts. Program growth can be a measure of success.
Lack of predictive analytics or prospective enrollment data to support program growth and development.	We have demographic data from the AB86 plan, but it may be out of date. We also do not have access to any predictive measures of expected enrollment.	Progress will be measured by (a) the extent to which new demographic campaigns and/or marketing efforts are employed and (b) increases in student enrollment.
Inability to adequately staff to best serve our student population and support growth and development of adult education programs.	We know that our current configuration of staffing resources is not allowing the consortium to stay on the timelines it would like to see for program growth and to reach more students.	The effectiveness of this goal will be measured by considering a reconfiguration of staffing and observing improvements in activities accomplished in the consortium.

### 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.

Grant writing, identification of storefront locations, continued partnerships with local business, utilization and optimization of existing facilities both on and off campus.

Consortium members will remain active in professional organizations and communications with colleagues statewide to support existing advocacy efforts that could lead to additional funding. We will seek to identify additional grant funds to bring programs to scale, as well as identifying new partnerships.

Consider working with marketing and research firms to re-evaluate demographic data. Consider a student-centered or family-centered marketing campaign. Evaluate existing marketing channels to better align toward our student population. Additional enrollment demand data could be gathered if we have adequate funding and resources. Develop institutional research capacity to address historical trends and demographic needs.

Determine how we leverage staffing as a consortium and consider staffing changes.

## 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?
conduct outreach to students at GOAS	2 - Mostly not implemented	Still focusing on aligning two entities, particularly with regard to curriculum, as well as articulation of HS diploma students.	A next step of our alignment efforts will be to expand outreach to GOAS students.	Funding for additional staff.
Develop articulation between NonCredit and Credit CTE courses	3 - Somewhat implemented	Delay of curriculum approval processes.	We will continue our efforts with this, in hopes of more streamlining at the state level.	State streamlining of noncredit curriculum.
Develop student orientation for ESL, ABE, ABSE and CTE Programs	4 - Mostly implemented	COC does this already. GOAS still needs to implement for its ESL program. Full implementation was prevented due to available resources to develop the orientation for ESL at GOAS.	GOAS plans to develop the ESL orientation this year with existing resources.	None.
develop transition course	1 - Not at all implemented	We started discussions about this, but chose to delay implementation due to reprioritization and urgency of other efforts.	The transition course will be the primary method of integrating career exploration. Some integration will occur within other courses as well.	None.
Integrate career exploration component in GED courses	2 - Mostly not implemented	There is some limited and informal discussion of career exploration within GED preparation courses. This will expand with a transition course.	None. The career exploration component addressed here will instead be integrated into the planned transition course.	None.
Provide guidance and counseling services for students	4 - Mostly implemented	GOAS has dealt with staffing limitations and transitions that prevented full implementation. Guidance and counseling is happening at COC, and is happening fully for ABE and ASE at GOAS.	GOAS plans to develop for ESL and CTE. We hope to have a COC employee move over to GOAS to help with advising and support services.	Additional funding support will help to provide the added staff to bring such services to a desired scale.

### 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.

Structure staffing roles based on student need as a consortium.

Develop a visual map of pathways for students and the community.

Consider avenues for braiding existing funding sources and identifying new funding sources for counseling/support services.

## 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?
Identify class options for dual enrollment	5 - Fully implemented	None.	Now that options are identified, we hope to begin development of a dual enrollment solution.	Continued sharing of successful dual enrollment practices.
IET program development	3 - Somewhat implemented	GOAS partnered with a DSN for health, but didn't have the necessary human resources and time to expand the program.	GOAS plans to continue and expand this program in this academic year.	Continued support from SNS and DSNS.
Short Term Courses	5 - Fully implemented	None.	None.	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).

Articulate existing transition courses and expand counseling and support options for students.

Advisors/counselors work with students to develop career and learning plans using a visual map of pathways.

Develop career plans and dual enroll ABE students into ASE programs through individualized computer-based instruction at GOAS.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Attend various Regional and State conferences	5 - Fully implemented	None. Fully implemented.	None. Fully implemented.	None. Fully implemented.
Consortium in-service trainings	5 - Fully implemented	None. Fully implemented.	None. Fully implemented.	None. Fully implemented.
Increase membership in professional organizations for Adult Education	5 - Fully implemented	None. Fully implemented.	None. Fully implemented.	None. Fully implemented.
World of Work Training	5 - Fully implemented	None. Fully implemented.	None. Fully implemented.	None. Fully implemented.

**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.

Build or identify a shared library of online resources for professional development.

Expand on more frequent and shorter trainings.

## 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?
Consortium Partner meetings	5 - Fully implemented	None. Monthly outreach and updates have been conducted through the Hart District’s Career Collaborative meeting with local business partners.	We will continue to explore consortium partner outreach opportunities.	None.
Joint Marketing and Outreach	5 - Fully implemented	None. The GatewaySCV brand has been developed. In addition, both COC and GOAS continue to be widely recognizable brands in the Santa Clarita Valley.	We will continue to identify both joint and individual marketing opportunities.	The efforts of FCM may be helpful at a local level to identify additional strategies for joint marketing.
WDB meetings	4 - Mostly implemented	GOAS and COC have been active participants working with the local one-stop center and at all local WDB meetings.	We will continue to participate in WDB partnerships in tandem with consortium efforts.	It may be helpful to continue to identify overlaps between strong workforce efforts and AEBG.

**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.

Consider facilities partnerships that may yield additional space for class offerings.

Compile a list of existing partnerships and identify potential new partnerships.

## 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	\$1,204,170	\$1,204,170	\$0
2016-17	\$1,227,186	\$470,873	\$756,313
<b>Total</b>	<b>\$2,431,356</b>	<b>\$1,675,043</b>	<b>\$756,313</b>

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

For the most part, our consortium is catching up to the spending guidelines for our existing funding. We have spent 38.4% of our 2016-17 funds, and are slightly below the target guideline for that budget. Our key challenges have related to the need for additional facilities and holding funds to ensure we can afford any investments that need to be made. The timeline for the search and investment is not aligned with reporting timelines, so we expect that very quickly we may expend 2016-17 funds at some point well before the deadline. Further, as with other consortia, our efforts began slowly at first and required the onboarding of new staff. This took some time and slowed the spending process. As well, we are currently undergoing many staffing changes with membership in the consortium, and this is creating some delay in the ability to make our goals actionable as quickly as we may like.

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

Assuming we are able to secure a storefront site so we can expand the number of courses we have space to offer, there will be a significant cost associated. Our estimates show that the consortium will be completely spent out of the 2016-17 funds by the end of the 2017-18 school year, and will also be well over half spent with regard to the 2017-18 funding. With that funding, we will be able to make necessary investments in facilities resources, as well as continuing to accomplish the activities for our consortium and making investments in new strategies listed above in the report.

## 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