

58 Shasta-Tehema-Trinity | 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)

Better.Jobs dba The Northern California Adult Education Planning Consortium continues to diligently work on improving and expanding our three year plan. Our regional consortia vision continues to focus on providing seamless transitions for adults into educational and employment pathways. When AB86 transitioned into AB104 our consortia clearly identified that seamless transition was one of the biggest challenges for adults within our region and offering various guided pathways that would increase the likelihood of beginning and completion needed goals was and still is essential. Through continued integrative academic programs, partnerships, increased communication, shared student data and referral information, expansion of support services and shared professional development, our consortia has already experienced an exemplary model we would like to expand upon for increasing access for adults seeking increased opportunities through education and sustainable employment.

Many success stories have been shared throughout the consortia that would not have been possible without the use of AEBG funds. Within the 16-17 year, success was evident based by a variety of measurable and unmeasurable outcomes:

- An increase in adults looking for services provided through AEBG funds (adult basic education, CTE, entry into the workforce and more.
- Successful completion and passing scores for high school diplomas or GED/HiSET equivalence.
- ABE skill gains
- Employment skill gains (certifications and trainings)
- Entered employment
- Post-secondary education enrollment
- Leveraging resources to accommodate more needs within the Shasta, Tehama and Trinity region
- Increased self-esteem

All 17-18 allocations for members were determined through in depth planning (local boards, public meetings, and individual site visits). Each year, members become more comfortable in strategizing annual plans and utilizing AEBG funds. Allocations for overall consortia costs (marketing, website improvements, staffing) are set aside to improve annual needs and upkeep methods of seamless transition and referrals. We anticipate to continue incorporating feedback from those being served, feedback from practitioners and regional stakeholders, maximize partnerships and resources within the community, improve curriculum pathways from adult education schools into post-secondary education and/or

employment and solidify the consortia website and data systems to perfect the intake process.

Within the 17-18 year, the vision and goal of Better.Jobs is to continue to share resources, including staffing where appropriate, increase short term programs, revamp foundational skills programs through increased instructor coordination, increase advertisement of Better.Jobs website, increase employer and community interest and participation, become active in local lobbying for AEBG support, share effective models that have worked for others within our consortia as well as other statewide consortium's to replicate in parts of our region that are experiencing challenging barriers, increase the number of adults being served, and improve member follow up and data tracking.

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.
Communication Link or Liaison between transitional sites	Annual plan meeting (feedback from members and providers).	Hiring a Student Services Coordinator that will focus mainly on referral follow up, intake referrals through website, community referrals. Data collected and reported.
Alignment of all community adult services.	Annual plan meeting and individual site meetings. Feedback expressed was intentions are well but community at large (programs not funded by AEBG but other funding streams) work in silos. Eligibility of services is complex not only for adult but practitioners, members and service providers. Would be nice for region to implement online website with all community support services, education services and eligibility criteria to increase knowledge of available services, requirements and successfully completion of seamless transition and referral.	Working with Literacy Pro System and their capability to add a feature to their data system that will help our consortia be able to identify needs communicated through intake and ability to make correct referrals. The hope is this will decrease the amount of time an individual spends on going and being turned away because eligibility requirements are not met.
Transportation to provide services to adults in remote locations. There is no consistent or reliable transportation system for rural areas	Annual plan meeting and individual site meetings. CTE programs, ABE classes and more are offered but for those that live out of the bus stop lines, or over the mountain (Trinity) are unable to make it to offered services.	Expand our HS Diploma/GED/HiSET mobile prep and testing sites. Expand advertisement in remote locations (local theatre, rack cards, postal mailings, Chamber connections, newspaper, Pandora, service provider collaboration, word of mouth, etc.) Expand online offerings. Provide boot camp transportation to Community College//Adult Schools in summer for short term courses and hands on experience with equipment. Potential dorm stay at community college to do intensive short term hands on lab work. Potential partnerships with community hotels or Simpson University if dorms are unavailable through Shasta College.
Increase pathways	Annual plan meeting and individual site meeting. Within the 15-16 year getting things started and trying to spend funds were challenging. Now that things are becoming clearer, allowable fund expenditures, partnerships, data tracking and course offerings, transitioning the student into the next step with a guided map is needed. Members and service providers are becoming more knowledgeable about what the other does in the community. Scheduled meetings are beginning to take place, including facility tours. With more participation and involvement from members and partners, partnerships are being made, and pathways are clearer.	Completed referrals through Literacy Pro/Community Pro Case management notes Update practitioner resources on Better.Jobs website "WHO PROVIDES WHAT" Increased member/provider partnership, collaboration and responsibilities of AEBG guidelines

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.
Learning curve of the AEBG system, data tracking, training's, professional development and assessment testing.	Annual plan meeting and individual site meeting. Feedback: these are not small tasks and they take time to get everyone on the same page. Depending on each site and the amount of staff time set for consortia goals, the pace of each member and their annual goals can be challenging.	Continued support from Project Coordinator, Secretary and Student Services Coordinator (once hired) to work more closely with new adult ed. staff at various locations, members, service providers and member Administrative Assistants. More accountability coming from the state with members and their responsibility to report data tracking and member expenditures.

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.

1. See above (section/column 3.)
2. Connecting more with employers and utilizing the 21st Century Skills curriculum. In particular, within our region, labor market information indicates that Manufacturing is in high demand. Our workforce development provider expressed sharing the work of our consortia and how we are using AEBG to meet the needs of employers. This will also increase performance measures of those being hired if having completed the soft skills curriculum.
3. Making connections with other consortium's statewide that have faced or are facing some of the same challenges of remote learning and offerings. Once establishing some models, implement them into remote areas like Trinity County.
4. Instructor involvement in curriculum articulation for student acceleration from the adult schools into post-secondary education and beyond.
5. All members and providers see the importance of AEBG and the reporting that is required from the state. The goal is to continue collaboration and partnerships to get all needed information accurately reported.

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?
ABE and ESL offerings in all communities	4 - Mostly implemented	ABE is close to full implementation but more coordination is in the works to fine tune seamless transition once successful completion is attained. A high percentage of adults within our region are taking advantage of the opportunities for them to obtain their diploma or equivalence but working to get them encouraged, positive and confident in the next steps has been challenging.	Foundational Skills and ESL instructors from the adult schools and college are working together to make sure each site is implementing the same strategy to get individuals to continue on into post-secondary education. Community College representation will be more active in working with individuals at the adult schools to help them with preparatory help in applying for post-secondary education (application, FAFSA, BOG, EOPS, Services for adults with disabilities and needed accommodations, registration, scheduling counseling appointments, online orientation and more).	N/A
Adult Ed and ESL/Citizenship at Shasta College campuses	4 - Mostly implemented	Adult education: some individuals cannot make the classes at the college so they are utilizing adult education services elsewhere in the region also funded by AEBG. Those that are taking advantage of the ABE and ESL courses through the college, instructors are working hard to implement pre-GED testing, GED assessment (CASAS), GED practice tests and then GED testing. Citizenship classes: For those interested in participating in these services, instructors work to make the student feel comfortable to continue taking the classes. Since the election of President Donald Trump, class sizes have decreased as individuals are fearful they will be deported.	Continue to work to increase a safe place for students to come and learn. Encourage ESL students that they are able to take classes and moving towards completing their ESL classes and citizenship preparation and testing will ease the fears had.	Assurance that these students are encouraged to take classes and work towards citizenship without feeling like they will be penalized for being immigrants in America taking classes.
Adult U interactive portal	4 - Mostly implemented	Re-branding the website. The website is no longer called Adult-U but Better.Jobs Time that went into re-branding, getting feedback from participants using the Adult-U website before being re-named. Determining what information needed to be added to the website for practitioners to effectively access throughout the year (data tracking guidelines, AEBG regulations, success stories, FAQ's, updating Governing Board members and Proxy's, etc.)	Student Services Coordinator will be working with the Project Coordinator and website creators to create a guided pathway for individuals on the Better.Jobs website for practitioners as well as a more interactive pathway on the student end of the website to be able to create an individual plan for the student based on questions answered pertaining to location, services/programs needed, desired goal and more.	N/A
Common High School Diploma	5 - Fully implemented	The main challenge was getting the local boards to approve but once that was done, everything was seamless.	None	N/A

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.

1. Hiring of new staff to focus on individual adult education needs and AEBG requirements. New staffing is being established throughout various member sites to provide more attention to adult education services being offered. New staff will work together to make referral steps thorough and complete.
2. In addition to an emphasis on strengthening the referral system throughout the consortia, clear and concrete pathways for adults to successfully complete desired goals are being modified by individual need base.
3. Offer more fields trips to the Community Colleges so students can actually see what college is like.
4. Partnering with Sector Navigators and making the connection from the non-credit course to credit courses being offered at the post-secondary level.
5. After completion of CTE/short term programs making the connections with the Job Training Center/SMART (workforce development) to make the connections into On the Job training's, skills upgrades, employment.

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?
21st Century Skills	3 - Somewhat implemented	Curriculum approval	Curriculum is being used at the community college level but needs to get approved for Better.Jobs consortia and incorporate curriculum into some of the already discussed strategic plans for 17-18 with workforce partners.	Training on curriculum approval for consortia and adult schools and articulation. Component added to AEBG with instructor participation to measure participation of needed individuals at table.
Improved Literacy Skills: Accelerated Math and English courses	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).

1. More district involvement from various counties and utilization of resources provided within the consortia (Community Pro Suites, Better.Jobs website, AEBG website FAQ's for members, etc.)
2. Expansion of online programs that will assist those working towards basic education.
3. Expansion of CTE course offerings in various counties and not just Shasta. Options are on the table to partner to see what renting other adult education facilities would look like that have equipment for desired CTE courses within the community
4. Regional consortia rule similar to the regional consortia common diploma completed in the 15-16 year. One of the many challenges faced by members and service providers is the time spent with an individual during the intake process or even multiple class sessions and then no follow through with the student. The consortia is looking at implementing something incorporated into the intake process that shows the responsibility of the student, and outcome of no follow through or completion, i.e., (2) no call no shows would not allow the individual to start up again in 60 days. Hopefully this will show the individual that they need to take the classes seriously and just because the materials are provided does not mean it's something that can be taken lightly. If this rule is in place throughout the consortia, this will can have positive effects. Feedback from providers indicate that individuals know how to use the system to get what they need. If we are working together as a consortia with the same guidelines, the individual will hopefully realize that they can't successfully complete one class or program and then go elsewhere to get it and do the same things.

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?
21st Century Skills Conference	3 - Somewhat implemented	Curriculum approval.	There is a need for soft skills. The curriculum this year needs to be implemented into the consortia and workforce sections of AEBG.	More clarity on curriculum approval process. If a community college has already had the curriculum approved, and the community college is a member, can the curriculum be used immediately? More training on curriculum creation, approval, etc.
AEBG Summit	5 - Fully implemented			
Bridge to the Future	2 - Mostly not implemented	Conference was focused on individuals with disabilities transitioning from high school into adult life.	Our consortia's sub group has decided to focus more on how to leverage resources with the members and providers closely associated and using AEBG and what they have set up to serve adults with disabilities and ways we can accommodate them in the process through community partnerships that serve adults with disabilities or utilizing community college resources to direct students needing post secondary education to the available resources provided there.	N/A
Data Tracking training	4 - Mostly implemented	New staff being hired	working diligently to consistently provide training when needed (open communication from members/providers to consortia lead) More participation from members/providers in connecting with CASAS for tech support	Field groups to assess consortia growth and planning
GED Testing Service Annual Conference	5 - 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.

1. More networking and sharing of ideas/resources to create a seamless transition pathway for those served in our region. Members and service providers have expressed that they are excited about what AEBG funds have already done to help so many and the continued need and support of AEBG to serve more.
2. More participation is needed from the I.T. departments to collectively work with TOPS for needed reporting. Work more closely with I.T. departments to assure them of safety and confidentiality of student records and why we ask for what we ask for
3. More collective impact and communication with CBO's.

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?
Improve Literacy Skills - ABE	5 - Fully implemented			
Re-Entry into the Workforce	4 - Mostly implemented	Funding cuts with WIOA Employer partnerships On the Job Training's	Approval of AEBG funding to work with workforce development teams and employers for OJT's	
Soft Skill Certificates	2 - Mostly not implemented	curriculum approval and intergration	Approval of 21st Century Skills curriculum	

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.

1. Our consortia just recently made partnerships with the Dental Board/Nor. CA Dental Association to assist with the ongoing offerings of the Registered Dental Assistants program through Shasta Union High School District for adults. The community college donates equipment resources and the high school district has put a considerable amount of money into the facility. AEBG is assisting snow to be able to provide more employment opportunities within the area as Dentists are in need of RDA's.
2. In the rural areas like Trinity County, specifically Southern Trinity County, limited employment opportunities are available to leverage resources and funds in close proximity to adult education offerings. To create opportunity, partnerships will be explored this year with the Forest Service and Health Clinic. A consultant is also being considered to assist with the challenges of rural living, employment, education services and more.

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	\$1,035,338	\$1,035,338	\$0
2016-17	\$1,060,696	\$581,593	\$479,103
Total	\$2,096,034	\$1,616,931	\$479,103

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

In the first year (15-16) the funds were released later in the year which got things started later than anticipated. Based on those plans members began to spend what was initially needed. There was some hesitancy on how to spend even with allowable fund expenditure guidelines in place. Members wanted to solidify programs and make sure they could spend what they asked for.

As meetings continued and conversations unfolded, the members began to dream about the things they have wanted for so long in adult education but could or would never ask for because funds were always low amounts. Pending budget codes and purchase requisitions, remaining 15-16 are about to go out to members with active plans set in place to spend on the member level by Dec 2017. As the fiscal agent working with members, it has taken some time to get challenges worked out and money all money spent.

16-17 Program income: GLSA report ending on 6/30/2017 showed total spent of 581,593.42

Our consortia is working now with additional 16-17 requested amounts and Scope of Works are being amended to get remaining funds to members.

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

Remaining funds for 16-17 will be incorporated with 17-18 funds in the main areas where implementation has not been fully developed. As mentioned before time and clarity on program activities, curriculum, allowable expenditures and data tracking have all played a critical role in being able to fully execute plans that can be improved upon.

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, appearing to read "C. Padra", is written inside a dashed rectangular box. The signature is cursive and includes a long horizontal flourish at the end.

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