

59 Sierra Joint | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The vision for the five-member Sierra Joint Consortium is to provide comprehensive adult education, job training, and student support services to enter career or post high school education for a large region that is culturally and geographically diverse. During the 15-16 & 16-17 year, significant progress was made toward this vision. Members continue to work from a framework of the last two years to collaborate and accomplish objectives for the upcoming fund year; this is becoming more refined for adult learner success.

In addition to overall program expansion, other notable achievements during the year included: 1) Development of a website with class listings of all member institutions and links to partner agencies. 2) The ESL work-group successfully aligned learning outcomes and curriculum content in the adult schools and created a bridge course for students transitioning into college. 3) A new career center was launched in Auburn with success in helping transition adult students into career opportunities in the area.

The primary goal for the 2017-2018 program year is to continue improving and growing projects that were started in 2016-2017. Sierra Joint Consortium will strive to support the community with high school diploma completion and GED achievement that will create a pathway into post-high school education and/or career. With this plan comes the development of bridge programs that connect adult students to training in developing soft skills for employ-ability. Sierra Joint Consortium will track students along educational planning processes to help facilitate student success into career or post-high school education. The consortium goal is to identify and eliminate hurdles for adult students by providing well rounded program assistance to overcome any obstacles that keep adult learners from completing programs. Goals for the coming year include: adding classes and workshops; aligning basic skills learning outcomes and curriculum for GED math and English; offering GED prep classes in Spanish; completing the CTE employ-ability skills certificate; develop a distance learning platform to allow rural areas to increase programming; growing a partnership with the Connected Communities Academy for digital and high tech job training; creating a closer connection to the college through the counseling and student support offerings; offering professional development workshops for the region; developing and expanding processes, procedures and by-laws; and strengthening outreach.

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.
Supporting & Growing CTE Pathways	2017 Plan toolkit fact sheet states CTE needs being met at only 12%	Development of CTE programs and enrollment in CTE programs; 2018 Regional fact sheet: higher 2017 numbers.
Creating opportunities for adult education students to enter college and/or career pathways	Application data shows less than 150 students are attending Sierra College from the local adult schools.	Increase in Sierra College applications and/or enrollments from adult schools and/or enrollments into post high school certificate programming.
Adult career and/or post high school transitional counseling	2017 Plan toolkit fact sheet; 37K in region unemployed or lacking high school diploma. Meeting 0 percent of the need for AWD.	2018 Regional fact sheet: lower 2017 numbers. Increase services to AWD

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.

Create more accessible entry points into the college and/or certification programs that can prepare ALL adult learners for success in career and college pathways.

Pursue outreach, alignment and bridge programs with the local adult schools.

Streamline and contextualize learning across programs for Diploma completion and/or career recognized certifications and/or enter or re-enter workforce.

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?
Adopt regional curriculum approval policy and process.	4 - Mostly implemented	Procedures were put in place within the by-laws to develop a process sharing practice.	Get instructors and administrators to use this process	NONE
Assessment/Placement Alignment	3 - Somewhat implemented	The ESL work group set reasonable, measurable goals with evidence to back up their actions.	Lack of Regional Planning prevented full implementation in any other area.	NONE
Basic Skills learning outcomes and curriculum alignment for English and Math GED Prep.	2 - Mostly not implemented	Course curricula does not align for all classes across all schools. Little-to-no participation of English and Math faculty in work groups	Work towards aligning curricula. English is working on developing a lower level noncredit course. Once developed, we can explore applying the ESL model of adult school bridge to noncredit college pathway.	PD on learning outcomes and aligning learning outcomes.
Complete and update ASSET Maps	4 - Mostly implemented	Completion of the composite website for SJ consortium that includes a comprehensive schedule of adult school offerings in the region.	Through the website this process can be refined and additional information can be added.	NONE
Engage Sierra College Counselor/Liaison to track AE students and align AE/College counseling advising.	3 - Somewhat implemented	Staff turn over, lack of staff to work on this alignment project	Staffing has been restored and eager to develop this process more. Identify a new liaison and utilize new on-boarding services that are currently being developed through Strong Workforce initiative.	Post-high school and Career Transitional Counseling PD
ESL assessment & placement alignment.	4 - Mostly implemented	One challenge was providing student support services for evening courses. Additional challenges included offering higher levels of noncredit for students to advance, and having a system/process to refer students who are not prepared for college program back to Adult Ed programs.	Modifying hours of service to accommodate some programs and adding support services	PD on Bridge systems from adult school to career/college
Offer ESL Bridge Course	5 - Fully implemented	NONE	Developing more ESL offerings	NONE

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Transitional support process in place with collaborating agencies, and with transitional counseling for adult learner for career and/or post-high school.

Work closely with high school CTE requirements (such as Perkins and CTEIG) and Adult Education (AEBG, CBET, WIOA), and the College Readiness Block Grant, to embed these requirements in our district plan. All of this is done in partnership with our local post-secondary, industry, and community partners who advise on program offerings and content.

Offering postsecondary academic pathways and career pathways leading to current employment opportunities in our communities and working to ensure that partnerships are put in place to meet future employment pathways.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Develop student intake and tracking form for use by all member schools	5 - Fully implemented	Changes coming from the AEBG office	Aligned to further changes happen in 17-18 D&A	Better PD from TE on data upload from outside systems
Eastern Sierra: Begin ABE courses in AS to align admission to CCCC	1 - Not at all implemented	Lack of funding to develop and hire.	Funding was secured so development is currently being performed for 2017-18.	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).

Planning to develop Career/HS Diploma-based courses to transition students towards CTE pathways

Developing Integrated Education and Training course/program offerings

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?
Adult Ed counselors are trained in the use of career exploration software	5 - Fully implemented	NONE	NONE	PD on using systems
ATOU Workshops	2 - Mostly not implemented	Lack of teachers and counselors attending the ATOU workshop to gather a better understanding of multiple disabilities. This workshop was geared to help employ those with disabilities by giving hands on experience about multiple disabilities.	Restructure process planning, must identify and develop courses and/or services that better meet the needs of adults with disabilities as a consortium.	Assistance on how to count/track students with disabilities
AWD Workgroup to create connections to other workgroups.	2 - Mostly not implemented	Steering Committee Liaison were appointed and outcomes were not disseminated clearly.	Developing a new model for 17-18.	NONE
Employability Skills Framework	3 - Somewhat implemented	While curriculum changes are slow, our partners, instructors, counselors, faculty members are using various modules of Work training in their courses. Training is costly, but we offered two sessions to train as many partners as possible in the spring/summer.	Another training in November for NWoW	NONE
Foundations Academy Workshops	2 - Mostly not implemented	We changed the process and concept. We dropped Foundations Academy as it was too structured for members and partners to participate and limited options. We moved to a proposal form process that requires a request that shares the PD activity and it's relevance to a workgroup interest or project. It also required a follow up report to the Steering Committee	Feedback was less effective and we need to address it for next year	NONE

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Identify industry certifications and industry PD offerings to support instructors

Provide more strategic professional development opportunities for teachers and support staff.

Work with SCOE and other support groups to develop PD support.

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?
Adult Basic Education classes	4 - Mostly implemented	Marketing - Need to advertise for more students Needs assessment of community need and tangible reasons why an adult would need to take ABE.	Advertising and marketing of programs	NONE
Build stronger partnerships through more meaningful workgroup projects.	2 - Mostly not implemented	Inconsistent faculty members attending meetings for partnership growth.	2017-18 workgroup restructuring	NONE
Career Center in Auburn	5 - Fully implemented	Aligning reports between ASAP and TE for student outcome reporting was difficult.	NONE	NONE
ESL & Citizenship classes.	4 - Mostly implemented	Baselines and collection of data needs to be better to reflect on positive outcomes of adult learners	Establishing baseline data moving forward	NONE
Workshops: Intro to CalJOBS, Resume Development, Virtual Recruitment	5 - Fully implemented	NONE	Open courses to distance learners in outlining pockets of region.	NONE

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Recruit and participate with partners in developing resources for adult learners in the region.

Participate in local planning of workforce development and aligning to already existing and new programs within adult education.

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	\$3,151,672	\$3,151,672	\$0
2016-17	\$3,186,735	\$2,660,412	\$526,323
Total	\$6,338,407	\$5,812,084	\$526,323

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

Lack of attendance in work groups by faculty, led to unspent funds and was a challenge to anticipate and/or estimate expenditures.

Being fiscally conservative dictates a planned and strategic approach into program development and facilities build-out for future sustainability and growth of adult education for the region.

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

Carryover has been carefully and strategically planned for growth into new course/program offerings for the 2017-18 school year.

Remaining funds will help support supply's, staff and program development for 2017-18 program 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)



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