

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

| Consortium Grant Number | Consortium Name |
|-------------------------|-----------------|
| 15-328-59 | 61 Sonoma |

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

| Name | Title | Phone | Email |
|------------------|---|----------------|-----------------------|
| Miller, Nancy | Director, Regional Adult Education Planning | (707) 527-4720 | nmiller@santarosa.edu |
| Waxman, Carol | Principal | (707) 778-4766 | cwaxman@petk12.org |
| Jackson, Stephen | Director, Career Technical Education Support Services | (707) 524-2720 | sjackson@scoe.org |

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

| Name | Title | Phone | Email |
|--------------|-----------------------------|-------|-----------------------|
| Jolley, Kate | Director of Fiscal Services | | kjolley@santarosa.edu |

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

| Name | Member Agency | Phone | Email | Approved |
|----------------------|---|----------------|----------------------------|------------|
| Saxon, Lisa | Windsor Unified School District | (707) 837-7701 | lsaxon@wusd.k12.ca.us | 10/22/2015 |
| Touhy, Paul | Sonoma Valley Unified School District | (707) 935-6087 | ptouhy@sonomaschools.org | 10/22/2015 |
| Romo-Flores, Aracely | Santa Rosa City Schools | (707) 528-5181 | aromoflores@srcs.k12.ca.us | 10/22/2015 |
| Jackson, Stephen | Sonoma County Office of Education | (707) 524-2720 | sjackson@scoe.org | 10/22/2015 |
| Waxman, Carol | Petaluma Joint Union High School District | (707) 778-4604 | cwaxman@petk12.org | 10/22/2015 |
| Cummings, Victor | Sonoma County Community College District | (707) 527-4615 | vcummings@santarosa.edu | 10/22/2015 |

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
- No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.



Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

In a Direct Funding model, local education agencies and the Sonoma County Office of Education will maintain all of their records relating to the expenditure of funds for the AEBG. Each quarter a record of expenses will be transmitted through the Escape fiscal management system to SRJC to be rolled up into the SCAEC reporting template for submission to the State. Because each agency will be submitting their budget separately, the member and object codes will be easy to track. For the program and objective expenditure reporting, each agency will track allocations and expenditures for the categories separately, then submit to SRJC to report to the State.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
- No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

| Member Name | Total Allocation |
|---|--------------------|
| Windsor Unified School District | \$0 |
| Sonoma Valley Unified School District | \$0 |
| Santa Rosa City Schools | \$0 |
| Petaluma Joint Union High School District | \$1,294,850 |
| Sonoma County Office of Education | \$200,000 |
| Sonoma County Community College District | \$914,377 |
| Total | \$2,409,227 |

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Sonoma County Adult Education Consortium strives to provide a regional approach to service provision. We are proud to have established a seamless catalog of courses and programs that allow students to engage in education in their local communities. With six member agencies in the Consortium, only three provide services within the County. This makes it easier to collaborate on curriculum development and support services. The Oversight Committee for the Consortium meets every other month.

In the first year of the Adult Education Block Grant the SCAEC designed and implemented several short-term career skill training programs, many of which had industry certification imbedded. The unique feature of these new IBEST modeled programs is that they are designed for beginning language level learners. Most other VESL and CTE programs are designed for high intermediate level English language attainment. Three different models were used in the pilot phase to determine which would best serve the students' learning needs. Each of the courses was located in a different area of the county using an industry expert for the CTE skill development area, who was partnered with an ESL expert for English development and academic support. All three agencies, (Petaluma Adult School, Santa Rosa Junior College, and the Sonoma County Office of Education) were involved in providing instructional and support services. In addition, SRJC implemented a basic skills program with English and math courses in the two Sonoma County Detention Facilities.

The development and implementation of the new courses and programs was made possible by several professional development workshops held in the spring 2016 semester. Instructors, administrators, support providers and community partners were trained in integrated curriculum development and delivery, as well as meeting the workforce development requirements of WIOA in college skills, ESL and career training lessons.

For the second year of the grant, the SCAEC plans to open two Regional Learning Centers in Sonoma Valley and Windsor. Located on main transportation corridors, the RLC's will house Outreach Specialists and other support personnel to better serve adult students in their communities. The RLC's will feature several classrooms, a private office for Outreach Specialists to meet with students, computer kiosks, and a reception area to welcome the public. Within these centers, we plan to expand ABE/ASE high school diploma and equivalency preparation programs, as well as integrated career skill training programs. We have expanded CTE offerings from three in spring 2016 to six in fall 2016. The incarcerated education program will expand offerings this fall with a preparation for college/study skills course. We plan to expand offerings further in the spring with CTE and workforce preparation courses.

Another focus of the SCAEC in the second year of the grant will be to provide rich professional development opportunities for instructors and administrators in serving at-risk populations, curriculum development, team teaching, scaffolding lessons and assessments for accessibility, and leveraging industry/community based partnerships.

Finally, with a new logo and regional identity, the SCAEC plans a comprehensive bilingual outreach campaign to apprise the public of new program offerings.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

| Partner Name | Partner Type | Core Services |
|---|-------------------|---|
| Cal Regional Education Centers | Private Education | Health care industry licensing preparation |
| Catholic Charities | CBO | Citizenship preparation services |
| Community Action Partnership, Sonoma County | CBO | Child care, student recruitment, parent education and engagement |
| Economic Development Board | Government Agency | Labor Market Information, Program Development consultation |
| Graton Day Labor Center | CBO | Student Support and Recruitment |
| La Luz | CBO | Parent and Community Engagement, student recruitment, student support |
| Literacy Works | CBO | Technical support, professional development, literacy tutorials, student scholarships |
| Los Cien | CBO | Program development, technical assistance, partner recruitment |
| Sonoma County Job Link | Government Agency | Job search, workforce preparation, service referral, job fairs |
| Sonoma County Library | Government Agency | Literacy tutoring |
| Sonoma County Sheriff's Office | Government Agency | Student Support and Recruitment |

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The SCAEC promising practice is our partnership with the Graton Day Labor Center to provide Immigrant Workforce Training Programs. Our pilot program featured an integrated workforce and academic preparation seminar series paired with low-water use landscaping training.

The GDLC recruited and prepared students to enter the program. Students selected the days and times for the courses that best fit with their work schedules. A private foundation grant provided funding for staff to have dinner with students before the Friday night seminars began. This allowed us to better serve students by getting to know them personally and creating a community-based learning environment. Teachers spent over forty hours preparing integrated lessons and scaffolding assessments.

The Friday night seminars covered; Acclimation to American Education System, Acclimation to American Employment Expectations, Workforce Readiness (Driver's license, ITIN, job search), Worker's Rights (pay expectations, wage theft, mobile apps) and English for the workplace (contextual language for job site).

The Saturday lecture and lab covered; Low water use and native plant identification, Soil types and drainage identification, Landscape design, Landscape installation, Communication for landscape crew members, OSHA 10 Certification (Spanish), and Forklift Operator Certification (Spanish).

Twenty-two students of the original twenty-five completed the eight-week program.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

The SCAEC had success in developing integrated CTE courses and expanding adult education service sites. We selected the CTE areas based on industry growth, job openings, and student interest, as well as connection to credit certificate and degree programs at the community college. They were also program areas that were not currently being served through the Petaluma Adult School career skill development courses.

Two of the three new integrated CTE programs included industry certifications. The green landscaping course included OSHA 10 and forklift operation certification, while the hospitality course included Sonoma County Tourism Ambassador Certification and Food Handlers Permit. The third course, Small Business Development, had participants create a business and marketing plan to present to local banks for funding.

All three programs focused on new immigrants with emergent English language skills. Since this was a pilot program, instructors did a great job of making adjustments to classroom activities and assessment structures to better meet the lower English literacy levels. Instructor partners met to align English development units with CTE lessons focusing on industry terminology and communication in the industry setting.

During the planning process, we experienced some difficulty both in finding college instructors to develop new non-credit

CTE curriculum and having enough adjunct ESL instructors to partner in this new endeavor. Historically, SRJC non-credit programs have been in ESL and GED preparation. Challenging and changing the status quo to not only expand non-credit offerings, but shift the focus of VESL from high intermediate to beginning level English was difficult. In addition, the lack of understanding about how adult education/developmental programs support student transition to and success in certificate and degree programs, hindered buy-in from deans and instructors to participate in the development of new programs.

Fortunately, we had set up our system to function in a regional fashion, so that any of the member service providers could offer the classes. We were able to utilize the County Office of Education to hire the CTE instructors and in some cases link an ESL instructor from the Petaluma Adult School with the CTE course. All of the member agency leads and staff members met to discuss strategies about the curriculum delivery.

Another challenge was shifting class schedules from instructor centered to student centered. We had to cancel a culinary class because it did not get enough students. The class was scheduled on instructor availability and not what was best for the students who wanted to participate in the class.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The population that has the least access to training and educational services within Sonoma County is immigrants with little or no English literacy skills. To address workforce needs for entry level jobs and to upskill minimum wage earners, the SCAEC developed career skill training courses in key employment areas that were combined with beginning ESL, which was contextualized to the industry area. Courses were offered in a bilingual format bringing new students into adult education that had not previously been enrolled in stand-alone ESL classes.

Each course had an associated industry certification or similar test of skill attainment relative to the industry area. Courses were offered in Xeriscape, Hospitality and Small Business Development. The Xeriscape course provided industry certification, which was delivered in Spanish, in OSHA 10 and forklift operation. The Hospitality course provided participants with food handlers permit and Sonoma County Tourism Ambassador certification. And, finally, in the Small Business Development course, students created a business and marketing plan to be delivered to a local credit union for a small business loan. In addition, each course was located in a different part of the county to provide greater access for new students.

Because funding came late in the fiscal year, consortium partners had little lead time to develop and implement new curriculum during the first year of the grant. Teachers were recruited, professional development was provided, curriculum was developed, and programs were implemented all within a six-month period of time. The learning curve was uncomfortably fast at times, but staff members agreed during our post-session debrief that it was essential to launch the pilot courses and make necessary changes in the second series of courses.

Offering the new classes required the participation of all of the service providing members of the Consortium, who each brought expertise to the table to ensure the new classes would be a success. One of the biggest challenges we overcame during the process was addressing the needs of low-literacy students while acclimating teachers to the adult education environment. For example: one of the new teachers was a tenured credit instructor at the college who was used to lecture based instruction with high-literacy level students. We needed to deconstruct lessons to provide scaffolding for access to course concepts and key industry terminology. The final assessment became a verbal and visual presentation of knowledge rather than a written test.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

| 2015 - 16 Expenditures | | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | |
|--|------------|------------------------|------------|------------|------------------------|------------|----------|--------------------------------|------------|---------------|------------|------------|-------------------|---------------------|------------|
| Program Areas | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | Ca/Works | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | | | | | | | | | |
| 3.1a Adult education (ABE, ASE, Basic Skills) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1b English as a second language | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1c Pre-apprenticeship training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1d Career and technical training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1e Adults training to support child school success | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1f Older adults in the workforce | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1g Services to adults with disabilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Objectives | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- | AEBG | WIOA | Adult Perkins | Ca/Works | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| 5.1a Obj. 3: Seamless Transition | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1b Obj. 4: Gaps in Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1c Obj. 5: Accelerated Learning | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1d Obj. 6: Professional Development | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1e Obj. 7: Leveraging Structures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Object Code | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- | AEBG | WIOA | Adult Perkins | Ca/Works | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| 1000 Instructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2000 Noninstructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3000 Employee Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4000 Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5000 Other Operating Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6000 Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7000 Other Outgo | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Indirect / Administration | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[aebg_consortiumexpenditures_scaec_61.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

The Sonoma County Consortium is using CASAS to assess literacy level growth and place students into subsequent ESL courses. Currently, only the ESL courses are using this tool. We did not use CASAS in the career skill classes or in basic skills courses including high school equivalency preparation. This will change in the 2016-17 program year in order to provide consistency in placement and progression through the various levels of ESL and basic skills. In addition, we need to better align basic skills and college skills curriculum between the adult school and the college so that students have a smooth transition from pre-college coursework into credit bearing programs at Santa Rosa Junior College. Consortium members backed off of creating a common assessment between K-12 and college systems, to avoid duplicating efforts since the Community College system was in the process of designing a common assessment of their own.

Another assessment need discovered during the new programming was the need to assess literacy levels in the home language, as many participants had limited access to educational programs in their native language, which hindered their progress in acquiring English language skills and passing the GED tests, even when offered in Spanish.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

| Name | Vendor | Core Services |
|-------------------------------------|-------------|----------------------|
| Beginning Literacy Reading | CASAS | Pre and post testing |
| Life and Work Listening | CASAS | Pre and post testing |
| Life and Work Reading | CASAS | Pre and post testing |
| SRJC English Placement Writing Test | Proprietary | Pre and post testing |

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

During the registration and intake process, demographic information is provided by the student, then tracked by course section and instructor. The information is directly tied to data reporting requirements for both AEBG and WIOA. The Sonoma County Consortium is adding a new position, Outreach Specialist, and will hire three people to perform the duties across the county. Outreach Specialists will be an integral part of our student success and data collection process. Both instructors and Outreach Specialists will track student performance and provide this information to the Categorical Programs Research Technician. The Research Technician is a new position for Santa Rosa Junior College that will specialize in research and data collection for categorical programs. The position is located in the Office of Institutional Research. The data collection process will be streamlined internally and shared with our K-12 service providers, who will provide adult student data on persistence, completion, industry certification, HS diploma and equivalency completion, as well as student progress in literacy levels. Receiving regular reports on student outcomes will assist Consortium staff in meeting targeted program outcomes by addressing deficiencies earlier, providing targeted professional development, and creating programs to better meet student needs.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

| Name | Vendor | Core Services |
|----------------------------|-------------|---------------------------------|
| Student Information System | Proprietary | Demographic and Enrollment Data |
| Student Information System | ASAP | Demographic and enrollment data |

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The Basic Skills department at SRJC has worked to align curriculum for GED preparation acceleration in the first year of the grant and will continue that work into the second year. In addition, instructors from the Petaluma Adult School will join this effort to ensure consistency of program delivery across the region. This will occur through a series of professional learning community meetings over the course of the fall and spring semesters. ESL teachers at SRJC have compressed the credit ESL program into fewer levels, which impacted non-credit programs by placing lower literacy students into non-credit classes. The non-credit courses now need to be aligned to assure a standard system of progress between beginning and intermediate levels of instruction. A new intensified and accelerated course has been added for the fall semester to prepare high intermediate students to transition into advanced levels of ESL offered through the college program. Most intense focus on student preparation for post-secondary and workforce placement will occur in the beginning level courses, particularly in the integrated workforce training classes. Teachers will be afforded several professional development opportunities throughout the year to both align curriculum and to integrate English skills with career training courses.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|---|--|
| Basic Skills Professional Learning Communities | Curriculum from both institutions will be aligned for GED/HSE preparation courses | Increase in number of students who persist in and complete HSE preparation courses, and who pass HSE examinations in either English or Spanish. |
| Basic Skills Professional Learning Communities | Curriculum for English literacy and college preparatory writing will be aligned across institutions | Increase in number of students who make level gains in English each semester/end of course |
| ESL Curriculum Alignment Meetings | Align curriculum between institutions for beginning level courses | Increase in number of students who persist in class and make level gains by the end of the course/semester |
| ESL Curriculum Alignment Meetings | Align curriculum between institutions for intermediate level courses | Increase in number of students who transition to advanced level courses or the college transition course |
| ESL Beginning Curriculum Integration Alignment | Create VESL course outlines and lesson plans in ten industry areas that are aligned with non-credit CTE courses as part of an IBEST CDCP program. | Seamless integration of English language development lessons with career skill acquisition units and an increase in the number of students who enroll in stand-alone ESL courses to progress language skills |

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Currently the biggest gap in services is the location of programs within the county. All courses, except ESL, are concentrated in the central and southern regions of the county, which is a barrier to access for low-income and working students who cannot transport to the school locations. The Consortium plans to open two Regional Learning Centers in the north and eastern regions of the county, Windsor and Sonoma Valley respectively, in order to be able to expand offerings in high school diploma and equivalency. Windsor High School has the highest dropout rate in the county, which we propose to address through adult school diploma options. The other striking need for high school diploma and equivalency courses is in the Sonoma County detention facilities, where a majority of the inmates do not have high school diplomas. SRJC will work with Petaluma Adult School to provide HSD/HSE services in both the main and north county housing units in spring 2017. Short-term Career Skill Training programs will continue to be a focus for the consortium over the coming year, with several professional development seminars and team teacher meetings planned for both fall and spring semesters.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|--|---|
| Open Learning Center in north county | Increase student access to AE programs | Increase in number of students enrolling in and completing adult ed courses |
| Open Learning Center in east county | Increase student access to AE programs | Increase in number of students enrolling in and completing adult ed courses |
| Implement HSD/HSE preparation programs in SoCo Detention Facilities | Increase student access to AE programs | Increase in number of inmates who complete High School Equivalency prep programs and pass HSE exams |

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

The College Skills department is actively working on an acceleration program for GED preparation called Launch. This is an open-entry, open-exit lab based program to prepare students to successfully take the GED or other high school equivalency examination. In addition, instructors will continue to participate in the College Skills professional learning community meetings held on a monthly basis to share best practices in instruction, and lessons to help prepare students to successfully complete the examination. The non-credit ESL department at SRJC worked over the summer on an acceleration class for students who want to transition to college credit courses. This nine-unit course focuses on the English skills necessary for success in credit level courses. During the 2016-17 school year, SRJC instructors will meet with PAS instructors on the path into the transition course including ESL levels needed to be successful in the transition course. Finally, the consortium has embarked on accelerated programs that pair beginning level ESL with CTE skill development courses. These programs are designed to introduce students to ESL for the workplace with the goal of having students enroll in regular ESL courses to gain English skills for further education and job advancement. Students are concurrently

enrolled in Workforce Development for English Learners (an introduction to adult education expectations and employment expectations in the United States, combined with beginning contextualized English language development) and one of several CTE courses in landscaping, hospitality, computers and small business development. The courses are either taught in a team teaching environment, or in a paired instruction model on consecutive days. Instruction is in English and with some direction given in Spanish or other primary language where appropriate.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|---|--|
| National GED seminar | Teachers will learn new instructional methods to prepare students to take the GED exam. | Number of students who enroll in GED preparation courses and successfully complete a HSE exam. |
| College Skills Professional Learning Communities | Teachers will collaborate on methods of instruction and curriculum content for HSE preparation. | Number of students who enroll in GED preparation courses and successfully complete a HSE exam. |
| Team Teaching Professional Development | Teachers will learn methods of team teaching | Instructors will feel comfortable in a team teaching environment and we will have a 90% completion rate for team taught courses. |
| Contextualized curriculum development | Teachers will be trained on how to develop contextualized lessons for a team teaching environment | 90% completion rate for courses with contextualized curriculum. Students will transition to higher level of ESL, college skills, or credit CTE course. |

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

All of the professional development activities will be conducted in an open environment, where any of the consortium members are encouraged to participate. The focus for professional development this year is threefold: attend conferences to learn about best practices and develop relationships with instructors from around the state/country that are teaching in like programs, develop and implement academic acceleration programs, and develop and implement integrated pathway programs for short term career skill training combined with core academic skills in literacy and numeracy.

Professional development activities were conducted over the summer and will continue throughout the year. Instructors from the non-credit and credit ESL programs collaborated on curriculum to accelerate high intermediate and advanced students into credit courses at the community college. This work will continue throughout the fall semester.

College Skills instructors collaborated with Adult School instructors on a professional development seminar for English literacy for the GED test. Work on curriculum development will continue in the professional learning community meetings. In addition, there will be a national training on math components for the GED test in the fall. Both SRJC and Petaluma Adult School instructors will attend.

The Sonoma County Adult Education Consortium will also host a professional development on team teaching methodology and developing integrated curriculum for ESL, CTE and College Skills. This training is open to all consortium members and we will invite neighboring consortiums to attend as well.

Finally, there are several conferences that all consortium members will be invited to attend. The National Coalition on Workforce Education provides training on Immigrant Workforce Training Programs and partnerships, as well as the development and implementation of curriculum and services for adult education and non-credit community college students seeking to upskill for post-secondary education and employment. In addition, staff members will attend the COABE conference to learn about best practices in acceleration, IBEST, student support and assessment programs for adult education students.

We will continue to seek out additional professional development opportunities, based on feedback from instructors.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|--------------------------------|---|---|
| Technology Training | Teachers will understand how to use technology to enrich the curriculum and as a scaffolding tool in adult education classrooms | Instructors will use new technology in at least one lesson each meeting. Instructors will provide a sample lesson plan that includes the use of technology. |
| Integrated Curriculum Training | Teachers who are teamed for IBEST models will develop integrated lesson plans for their core content and CTE curriculum | Instructors will provide sample integrated lessons. Students will experience a seamless transition from one subject to another in the classroom. |
| GED English Training | Teachers will learn strategies to use in the classroom such as unpacking prompts and close reading. They will understand the RLA extended response scoring rubric and the RLA extended response scoring tool and how to use these tools in their instructional plan. Teachers will learn about GED resources for the classroom. | Increase in use of new GED instructional strategies and tools. Students will decrease the amount of time spent preparing to successfully pass the four portions of the GED test. |
| GED Math Training | Teachers will learn strategies to use in the classroom such as unpacking prompts and close reading. They will understand the RLA extended response scoring rubric and the RLA extended response scoring tool and how to use these tools in their instructional plan. Teachers will learn about GED resources for the classroom. | Increase in use of new GED instructional strategies and tools. Students will decrease the amount of time spent preparing to successfully pass the four portions of the GED test. |
| CASAS Conference | Instructors and Administrators will update skills and learn about new resources from CASAS pertaining to the AEBG. | New software, assessments and data measurement tools will be used to meet the requirements of AEBG |
| COABE National Conference | Instructors and Administrators will attend sessions focused on acceleration, integrated curriculum, scheduling practices, IBEST, transition, incarcerated education, and student support. | Participants will share two best practices from the conference at a professional learning community meeting. At least one on-site professional development seminar and one best practice will be implemented as a result of attending the conference. |
| AEBG Summit | Participants will receive updated information regarding the AEBG and will bring back best practices to share with the Oversight Committee. | Participants will summarize best practices in report to Oversight Committee and describe how the SCAEC will benefit from similar strategies. |

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

There are several activities underway to leverage the resources of the consortium with both education institutions, governmental agencies and community based organizations.

The first activity is the development of non-credit curriculum for incarcerated students. This will focus on HSE preparation, literacy, numeracy, workforce preparation, and career skills with industry certifications. Currently we are running credit programs for college skills that have limitations due to the transient nature of county detention facility inmates. The Sonoma County Consortium will visit the Ventura County jail education program in October to glean information on how best to develop the non-credit catalog for the Sonoma County jail inmates. We have partnered with the Sonoma County Library to provide tutoring for students who are enrolled in English and math courses at the jail.

The second activity is the partnership with CBO's on our short-term CTE programs. We are leveraging private foundation grant funding to support students from the Day Labor Center to train for and receive industry certification that will assist students in getting more permanent employment and better wages. This model is being used to develop programs in several industry sectors. The Sonoma County Library also provides tutoring services to students enrolled in the integrated CTE and ESL courses.

Finally, SRJC will leverage general funds, community education funds, and AEBG to open Regional Learning Centers in north and east Sonoma County. This is in response to the need for regional programming in non-credit and fee-based courses in off-campus locations. The Regional Learning Centers will host HSD and HSE preparation, as well as ESL and CTE courses for adult education students.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

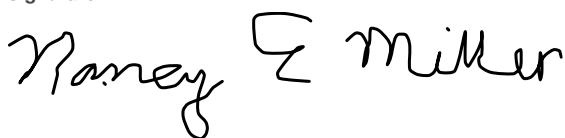
| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|---|-------------------------|--|---|---|
| IWTP | Graton Day Labor Center | The Graton Day Labor Center will provide cultural liaisons for integrated curriculum programs focusing on landscape and construction. In addition, they will work with members who are enrolled in classes on providing literacy tutors and study sessions at the GDLC site. | At least twenty GDLC members will participate in non-credit CTE programs through SRJC and SCOE that are partnered with ESL and/or basic skills math classes. Classes will offer training leading to industry certification. | Number of students who enroll in and complete the integrated training programs. |
| Job Fairs and Employment Clinics | Sonoma County Job Link | Job Link will inform Consortium members of Job Fairs and employment clinics throughout the year. Job Link will refer potential students to non-credit training opportunities with any of the SCAEC service providers. | Students will gain greater access to employment opportunities in Sonoma County and will be guided through the process of applying for jobs. | Students will attend at least one employment clinic and participate in one Job Fair provided through Job Link. |
| State of Latino Community in Sonoma County | Los Cien | Provide platform to deliver information about Adult Education courses to business, government, and elected officials throughout Sonoma County, particularly as they relate to the education for the Hispanic community. | Adult Education Consortium service providers will attend at least four events sponsored by Los Cien each year. Information about programs will be distributed to Los Cien staff | Number of students referred through Los Cien affiliates and number of partnerships gained by attending Los Cien events. |
| National Council for Workforce Education Conference | NCWE and GDLC | NCWE through a Casey Foundation Grant will provide the funding to attend the national conference in Atlanta, which includes a pre-conference convening of the Immigrant Workforce Training Program grant participants. | SRJC and Graton Day Labor Center (GDLC) staff members will attend a pre-conference seminar with ten other community college partnerships focused on providing Immigrant Workforce Training Programs. We will exchange best practices and support mechanisms provided by each partnership. Staff members will receive specific information and training relevant to the development, implementation and maintenance of IWTP. | IWTP project members will develop a plan of action for the delivery of phase two and three of the IWTP partnership program and will develop a sustainability model. |

Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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


- Click here to confirm that you are ready to submit your Annual Plan.

