61 Sonoma | 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 Sonoma County Adult Education Consortium has chosen to take a regional approach to service provision. We have established a seamless catalog of courses and programs that allow students to engage in education in their local communities, with three of the six consortium member agencies providing services within the County.

In the second year of the Adult Education Block Grant the SCAEC followed the plan established under AB86 by designing and implementing several short-term career skill training programs, many of which had industry certification imbedded. The unique feature of these new integrated education and training 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. The IET programs progressed over year one in both scope and size, increasing to over twenty students per section. We offer programs in English and Spanish. The SCAEC has early success with bilingual course offerings transitioning students to the non-credit English.

The development and implementation of the new courses and programs was made possible by several professional development workshops held over the of the last year. 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 third year of the grant, the SCAEC will concentrate efforts to open a Regional Learning Center in 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. Having an RLC in Windsor is necessary to keep up with the demand for classes and to provide a consistent location for students. The consortium has expanded offerings from six in fall 2016 to twelve in fall 2017.

The incarcerated education program offered through a partnership between SRJC, the Sheriff's Office and the Probation Department will expand greatly in fall 2017, operating three classrooms at two detention facilities and one classroom at

the Day Reporting Center. Inmates will have a full range of classes in ASE, high school equivalency preparation, workforce preparation and short-term career skills training. Over ten percent of the jail population registered for courses (135 inmates) in basic skills, HSE/HSD preparation, workforce preparation and CTE.

Finally, with a new logo and regional publication, the SCAEC plans to increase outreach efforts through a comprehensive bilingual outreach campaign to apprise the public of new program offerings. The consortium has published its first magazine to highlight students and programs in several curriculum areas. The website was designed around concepts used in the publication.

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.
Bilingual/Spanish language instruction	The primary source of this information is students themselves, and Latino business leaders that regularly meet with clients/constituents in the region.	Increase in the number of sections offered that deliver content in both Spanish and English. Increase in the number of students who enroll in bilingual courses and an increase in the number of students who complete the courses.
High School Diploma and High School Equivalency Preparation	Over 50% of the incarcerated population do not have a high school diploma. (Direct surveys of the inmate population in two county detention facilities) Thirteen percent of the total high school population in the county do not earn a high school diploma. (Economic Development Board)	At least ten percent of the inmates without a HSD/HSE will earn credits towards a diploma or pass a portion of the HiSET exam while still incarcerated. Increase of five percent in the number of students earning a HSD or passing a high school equivalency examination.
Increase employability for unskilled workers	With one of the lowest unemployment rates in the state, people who are unemployed lack skills to both get and keep a job. (Economic Development Board, Survey of local employers)	Number of students who complete workforce preparation certificate programs and are employed within six months of completion.

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.

Open regional learning centers to provide better access to students outside the main service areas for adult education (Santa Rosa and Petaluma)

Increase access to academic programs for inmates

Provide workforce development curriculum focusing on 21st Century skills

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?
Basic Skills Professional Learning Communities	3 - Somewhat implemented	SRJC and Petaluma Adult School instructors did not meet together to discuss and align curriculum and curriculum delivery methods	With a new department chair for the college skills department at SRJC we plan to have more professional development opportunities that will bring both schools together to focus on consistent curriculum applications	regional curriculum institutes similar to what is offered through UCCI
ESL Beginning Curriculum Integration Alignment	2 - Mostly not implemented	long term ESL instructors and an outgoing department chair did not want to take on the process of writing new curriculum to align and integrate with short-term CTE courses offered through adult education. They viewed this as a threat to their own semester length courses.	The new department chair for ESL is fully committed to developing ESL curriculum that will support the IET framework	regional curriculum integration institutes that are similar to those offered through UCCI
ESL Curriculum Alignment Meetings	2 - Mostly not implemented	SRJC and Petaluma Adult School instructors did not meet together to discuss and align curriculum and curriculum delivery methods	With a new ESL department chair regular meetings between adult education and ESL staff have been instituted. we will have at least one PLC between PAS and SRJC each semester	Examples of best practices for alignment between K-12 and CC programs

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.

> Working with Sonoma County Job Link (One Stop) to reduce duplication of services for WIOA recipients and develop a referral system
>
> Working with SRJC CTE departments in conjunction with SWP grant funds to create non-credit feeder programs into credit certificate and degree programs

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?
National GED seminar	5 - Fully implemented	None	None	
College Skills Professional Learning Communities	4 - Mostly implemented	SRJC and PAS staff not coming together to work collaboratively. SRJC staff met consistently without PAS.	Better connection between SRJC College Skills department chair and PAS principal to plan and execute activities	Examples of best practices of fully aligned ABE and ASE programs from adult schools to community colleges
Contextualized curriculum development	3 - Somewhat implemented	Time. SRJC developed over seventy courses in the 2016-17 school year, many of which were integrated basic skills and CTE certificate courses. It is difficult and expensive to get adjunct faculty members together to work on integrated lesson design	Will be hiring new CTE instructors for adult education and will provide curriculum writing workshops once per month	Providing contextualized curriculum writing support similar to the UCCi model
Team Teaching Professional Development	5 - Fully implemented	None	Shorter but more frequent workshops to work on team teaching curriculum delivery	Regional training focused on various team teaching models

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).

Concentrated and accelerated single subject HSE preparation for inmates

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?
AEBG Summit	5 - Fully implemented	None	Four consortium representatives attended the summit	
CASAS Conference	5 - Fully implemented	None	Six members of SRJC attended summer conference in Los Angeles	
COABE National Conference	5 - Fully implemented	None	Nine members of SRJC attended national conference in Florida	
GED English Training	5 - Fully implemented	None	Training was attended by north bay area region consortium partners	
GED Math Training	1 - Not at all implemented	Time. Other training planned during school year	The GED national trainer is scheduled to present to consortium members on Sept. 8th	
Integrated Curriculum Training	3 - Somewhat implemented	Shorter, more frequent training	Online resources and site visits	Regional training opportunities and best practice site visits
Technology Training	5 - Fully implemented	None	Apple Education team provided two days of training for ESL staff members	

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.

Mini conference focused on technology applications for the classroom

National Trainer for GED math and science

Regional AEBG training

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?
IWTP	5 – Fully implemented	None	We continue to expand CTE areas of employment opportunity for immigrants	Regional seminars based on local economy or industry sectors that demonstrate how to establish and maintain partnerships
Job Fairs and Employment Clinics	3 – Somewhat implemented	Connecting job fair schedules with dates of short term CTE training	Continue to work with Job Link to align training and job fairs	
National Council for Workforce Education Conference	5 – Fully implemented	None	Continue to work with NCWE on developing and maintaining strong community partnerships to serve immigrant workers	Regional seminars based on local economy or industry sectors that demonstrate how to establish and maintain partnerships
State of Latino Community in Sonoma County	5 – Fully implemented	None	Continue to meet with founder of Los Cien and partner with the organization to provide services to the Latino community	

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.

Strong Workforce Partnership with Early Childhood Education Credit programs and the County of Sonoma to provide Home Day Care Provider training

Partnerships with local/regional trade unions to provide pre-apprenticeship programs

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	$2,360,435	$2,134,182	$226,253
2016-17	$2,409,227	$1,421,765	$987,462
Total	**$4,769,662**	**$3,555,947**	**$1,213,715**

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

Hiring staff members to provide regional services

Getting courses approved by the Chancellor's Office so that we could expand offerings

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

We plan to be fully staffed for the 2017-18 school year. In addition, we will expand the use of technology in the classroom and provide ongoing professional development for adult education staff members

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