

# 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
15-328-61	63 South Bay (Southwestern)

### 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
<a href="#">Robinson, Crystal</a>	<a href="#">Project Director</a>	<a href="#">(619) 934-6300</a>	<a href="mailto:crystal.robinson@sweetwaterschools.org">crystal.robinson@sweetwaterschools.org</a>

### Funding Channel

The consortium has designated a fiscal agent

### 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
<a href="#">Robinson, Crystal</a>	<a href="#">Project Director</a>	<a href="#">(619) 934-6300</a>	<a href="mailto:crystal.robinson@sweetwaterschools.org">crystal.robinson@sweetwaterschools.org</a>

### 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
<a href="#">Gallant, Claudia</a>	<a href="#">Coronado Unified School District</a>	<a href="#">(619) 522-8900</a>	<a href="mailto:claudia.gallant@coronadousd.net">claudia.gallant@coronadousd.net</a>	10/15/2015
<a href="#">Fulcher, Joe</a>	<a href="#">Sweetwater Union High School District</a>	<a href="#">(619) 691-5533</a>	<a href="mailto:joe.fulcherjr@sweetwaterschools.org">joe.fulcherjr@sweetwaterschools.org</a>	10/12/2015
<a href="#">Tyner, Kathy</a>	<a href="#">Southwestern Community College District</a>	<a href="#">(619) 482-6337</a>	<a href="mailto:kytyner@swccd.edu">ktyner@swccd.edu</a>	10/13/2015

### 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.

[sbaec1617governancerulesandprocedures.docx](#)

**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.

 [Download Governance Plan Template](#)

## 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.

The Project Director will work closely with Fiscal Agent staff to set up the budget for the AEBG, based on the expectation that funds will be paid from the State in equal monthly installments. Following the State's apportionment disbursement schedule, the Fiscal Agent will release a proportionate amount to each Member each month, within 30 days of receipt of funds from the State.

Member Districts will be responsible for monitoring their own activities and providing the Fiscal Agent with all information needed for State reporting. This includes any necessary student participation data, expenditure documentation, and any AB104 information necessary for the successful completion of AB104 mandated reports, performance measures, and program outcomes. Each Member District will designate a person with proper authority to certify all information submitted to the Fiscal Agent. The Member Districts will be responsible for program-related expenditures and will certify that expenditures are in compliance with the approved objectives, rules and regulations that govern the AEBG program.

Each Member District will separate expenditures by the seven program areas and by objective, using a template provided by the Fiscal Agent. Members will provide a listing and narrative of expenditures (by appropriate object code) as well as general ledger reports which categorize the budget and expenditures by object code for the specific reporting period. These documents will be submitted on a semi-annual basis. Each Member District will provide the Fiscal Agent with reports on AB104 expenditures and progress at least 10 days prior to the State reporting due dates.

The Project Director will review each semi-annual expenditure report to ensure that expenditures are in keeping with the expectations of the AEBG Annual Plan and budget, and will follow-up with the Member liaison with any questions. Once all issues are resolved the Project Director will approve the semiannual expenditure report and send it to the Fiscal Agent for review and payment. The Fiscal Agent will notify the Member and the Project Director if they have any additional issues to resolve as a result of their invoice review.

The Project Director will develop a revised program/Member budget based on the budget changes requested, and will review it with the Member liaisons before approving it and passing it along to the Fiscal Agent to enter the change into the grant system. Budget changes that change the program plan will be referred to the CDC for approval. The Fiscal Agent will request State approval of the change if required.



The Fiscal Agent will roll up all expenditures into a single report and provide semiannual budget updates to the Project Director. Each quarter, Member liaisons will report on their AEBG activities to the Project Director, who will use these reports as the foundation of the required semi-annual reports to the State. The Fiscal Agent will prepare the semi-annual budget reports and submit all required budget reports 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

## 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
 Sweetwater Union High School District	\$13,072,630
 Coronado Unified School District	\$216,001
 Southwestern Community College District	\$440,305
<b>Total</b>	<b>\$13,728,936</b>

## 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.*

In the second year of the AEBG, the South Bay/Southwestern Consortium will continue to focus on building regional capacity in the adult education system. Consortium work groups will complete the educational Roadmaps/pathway maps for every program pathway between adult education and college programs (started in Year 1); crosswalk current assessment processes and share assessment interpretation; and complete the identification of the student learning outcomes expected at the start and end of the ABE, CTE and ESL program.

Consortium members will continue to offer new course sections in ABE, ESL and CTE adult education programs at SUHSD/CUSD and provide student support functions and services for new students enrolled. The Consortium will complete its three-year outreach plan and develop a user-friendly AEBG website. The Consortium will complete a curriculum and student services plan for Basic Skills Academy at SWC, add counselor time to provide guidance and educational planning services to adult learners, and purchase assessments as needed. The Consortium also will identify shared professional development needs and offer collaborative seminars and workshops.

Consortium work groups will develop new or enhanced curriculum in several areas, including ABE, ESL, and CTE specifically for adults with disabilities; workforce readiness; and how to tutor and support elementary and secondary school students. Work groups also will develop recommendations for new CTE programs; determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County; review existing contextualized learning models; and develop a plan to support more learning cohorts of students.

The Consortium will continue to address gaps in Member information systems in Year 2 by implementing an Adult Education/noncredit identifier in the SWC application for use in tracking students.

## 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
<a href="#">Able-Disabled Advocacy</a>	Adults with Disabilities	Vocational skills training and educational advancement to youth and adults with disabilities
<a href="#">California Department of Rehabilitation</a>	WIOA Title IV - Rehabilitation	Basic and individualized career services, training services, employer services, disability awareness training, work incentive planning services
<a href="#">Center for Employment Training</a>	Skill Training and Human Development	GED prep, veterans education, citizenship prep
<a href="#">Chula Vista Elementary School District</a>	Education	Partners with SUHSD's Chula Vista Adult School to offer ESL classes in the community
<a href="#">Chula Vista Library</a>	Library	Partners with SUHSD's Chula Vista Adult School to offer ESL and Citizenship classes in the community, and partners with SWC to offer credit and non-credit courses such as basic skills, ESL, computer skills/literacy, CTE related, workforce readiness, and career planning.
<a href="#">Chula Vista Police Department</a>	Local Law Enforcement	Partners with SUHSD to provide CTE courses to detainees at Chula Vista Jail
<a href="#">Colton-Redlands-Yucaipa Regional Occupational Program</a>	Education	Training and funding for mentor teachers
<a href="#">Comprehensive Training Systems</a>	Career Training	Career center, vocational course offerings
<a href="#">East Mesa Juvenile Detention Facility</a>	Detention Center	SUHSD offers CTE courses to detainees at this location through a partnership with SDCOE, and partners with SWC to offer credit and non-credit courses such as basic skills, ESL, computer skills/literacy, CTE related, workforce readiness, and career planning.
<a href="#">Employment Development Department</a>	WIOA Title III - Employment service offices	Basic and individualized career services, training services, employer services
<a href="#">Frederika Manor Care Center</a>	Nursing Facility	Training facility for Certified Nursing Assistant students
<a href="#">International Rescue Committee</a>	Humanitarian Organization	Health and Educational Opportunities
<a href="#">Metro United Methodist Urban Ministry</a>	Community Organization	Facilitate educational opportunities to at risk young adults
<a href="#">National School District</a>	Education	Partners with SUHSD's National City Adult School to offer ESL classes with childcare in the community
<a href="#">San Diego Council on Literacy</a>	Literacy Advocacy	Enhance countywide youth and adult literacy efforts through education, outreach, and partnerships
<a href="#">San Diego County Department of Health and Human Services</a>	TANF/CalWORKS	Basic and individualized career services, training services, employer services, disability awareness training
<a href="#">San Diego County Office of Education/San Diego Super Region</a>	County Office of Education	The San Diego Super Consortia (5 consortia in San Diego County and 1 consortium in Imperial County) convene at the San Diego County Office of Education. The goal of the San Diego Super Region is to work towards better alignment of services county-wide, in recognition that adult students do not limit themselves to the service area of one consortium.
<a href="#">San Diego County Public Library System</a>	Public Library	Literacy services to adults
<a href="#">San Diego Housing Commission</a>	Housing and Urban Development	Affordable housing
<a href="#">San Diego Job Corps</a>	Job Corps	Partners with SUHSD's Montgomery Adult School to offer CTE courses
<a href="#">San Diego Workforce Partnership</a>	WIOA Title I - Workforce Development Board	Basic and individualized career services, training services, employer services
<a href="#">San Ysidro School District</a>	Education	Partners with SUHSD's San Ysidro Adult School to offer ESL classes in the community
<a href="#">South Bay Union School District</a>	Education	Partner's with SUHSD's Montgomery Adult School to offer ESL classes in the community

Partner Name	Partner Type	Core Services
South County Career Center	One Stop Center	Partner's with SUHSD's Montgomery Adult School to offer Workforce Entry/Reentry courses, and partners with SWC to offer credit and non-credit courses such as basic skills, ESL, computer skills/literacy, CTE related, workforce readiness, and career planning.
United Union of Roofers, Waterproofers, and Allied Workers Local #45	Union	Provide Apprenticeship Opportunities

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

SUHSD and other WIOA providers across San Diego County have joined together in a county-wide MOU to assist the San Diego Workforce Partnership (SDWP), the local workforce development board, in providing seamless and integrated employment, educational and human services for all San Diegans. As parties to this MOU, adult education providers in San Diego County agree to refer potential clients to the appropriate agency to fit their needs, and to assist in the development of the Local Workforce Development Plan and Regional Workforce Development Plan. The parties to the MOU include:

- San Diego Workforce Partnership (SDWP)
- Employment Development Department (EDD)
- San Diego Community College District
- Grossmont Union High School District
- Grossmont -Cuyamaca Community College District
- Poway Unified School District
- San Dieguito Union High School District
- Vista Unified School District
- Escondido Union High School District
- Sweetwater Union High School District
- MiraCosta Community College District
- California Department of Rehabilitation (DOR)
- San Diego County Department of Health and Human Services (HHSA)
- San Diego Housing Commission
- Southern California American Indian Resource Center, Inc.
- San Diego Job Corps
- Center for Employment Training (CET)
- Able-Disabled Advocacy (ADA)

## 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.

There has been no change in the Consortium's evaluation of current levels and types of adult education programs within its region. However, Sweetwater Union High School District was able during Year 1 to add new courses in ESL, ABE, ASE, CTE, and workforce entry/reentry. New courses added include ESL, Citizenship, Electronic Health Records, Culinary Arts - Savory, Construction Math, Welder, High School Subjects, Customer Service, Computer Fundamentals, Living Online, Key Applications, Intro to Pharmacy Technician, Landscaping-Low Water Design and Maintenance, Culinary Arts - Breads, Pastries, and Desserts, Culinary Arts-Dessert Presentations, Cakes and Icings, Culinary Arts - Cake Designs and Chocolate Techniques, Culinary Arts - Extreme Cakes, and ABE Multilevel. In addition to adding a new CTE program in Jewelry Design, CUSD has been working to align its ESL curriculum with SUHSD to better meet the needs of ESL students transitioning within the consortium.

SUHSD is committed to exploring funding options to address the future challenges of budget constraints. As the largest provider of adult education services in the Consortium, a static budget presents a significant challenge to expanding adult education opportunities in the region. It is the goal of SUHSD that the Division of Adult Education become a self-sustaining program, and not require supplemental funding from the general fund to cover rising operating costs. However, faced with continued increases in operating costs (such as increases in salaries, fringe benefits, health insurance costs, increases in utility costs, etc.) it is clear that the SUHSD allocation of AEBG funds will have to be dedicated to covering more of these increasing costs. While the full extent of this impact on the budget is yet to be specified, it is inevitable that cuts will have to be made.

## 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.

SUHSJ has provided ongoing courses in ESL, CTE, ABE, ASC, workforce entry/reentry, and pre-apprenticeship as identified in the three-year plan. CUSD offered courses in ESL, and in a new jewelry design course that is funded through Maintenance of Effort funding. SWC has provided ongoing courses in basic skills, CTE and ESL.

SUHSJ has offered 33 new classes in ESL, ABE, ASC, CTE, workforce entry/reentry for spring 2016. A total of 24 new classes in ESL, ABE, ASC, and CTE was offered in summer 2016 (which took place in June). SUHSJ was able to offer summer school to adults for the first time since 2008.

A total of six workgroups have been formed to align and improve training and educational services: reading/writing basic skills; math basic skills; CTE; ESL; student support services; and assessment. The student support services workgroup is developing a student educational plan for use at SUHSJ and CUSD that will be similar to the noncredit student educational plan that SWC uses. The workgroup also developed a PowerPoint presentation about the services that are available to adult education students, with an invitation to see counselors for more in-depth advising. This has never been done before at SUHSJ.

The top challenge in Year 1 was obtaining approval of a Memorandum of Understanding between the fiscal agent (SWC) and SUHSJ and CUSD by their respective Boards 2016. After review by the Advisory Committee and at a joint meeting of the Chief Financial Officers of the three members in April, the MOUs were reviewed at the SWC/SUHSJ Joint Board meeting on April 26, 2016 as the first reading. They were then scheduled for the respective Governing Board approvals in late April to Mid-May. However, the MOUs were pulled from the Board agendas due to insufficient review by SUHSJ legal counsel. This review was completed at the end of May 2016, and the MOUs were sent to the Governing Boards in June 2016. As Fiscal Agent SWC could not release funding to SUHSJ and Coronado until the MOUs had been signed. This has delayed the start of many project activities.

A second challenge was getting enough representatives from SWC to be able to attend advisory committee meetings regularly, in part due to time conflicts. Meeting times have been changed and SWC is considering adding representatives so they have more faculty participation at meetings.

## 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.

Program Areas	2015 - 16 Expenditures							+/-	2016 - 17 Planned Expenditures								
	Budgeted			Spent					AEBG	WIOA	Adult Perkins	CalWorks	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	\$0	
3.1b English as a second language	\$0	\$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	\$0	
3.1d Career and technical training	\$0	\$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	\$0	
3.1f Older adults in the workforce	\$0	\$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	\$0	
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	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		
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-										
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-										
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-										
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-										
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-										
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-										
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-										
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-										
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-										
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>										

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\\_160701.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.*

SUHSD and SWC use different placement tests. At SUHSD, the Test of Adult Basic Education (TABE) is used in ABE to assess competency and progress within reading, English and Mathematics, and to determine whether CTE students need an ABE component to their training. SUHSD also uses the CASAS four times a year for all WIOA classes and its own staff-developed Math Assessment. At CUSD assessments are done within the ESL courses.

SWC uses the College Tests for English Placement (written by CCC faculty); the California Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test; the MDTP Elementary Algebra Test; and an in-class assessment in ESL developed by SWC faculty to ensure proper placement. SWC uses Student Learning Outcomes as benchmarks for student learning, measured through in-course assessments in the noncredit CTE courses and noncredit ESL courses.

In Year 1 an assessment workgroup was formed to map current assessments, identify gaps, and plan assessment purchases. The key assessment activity for Year 2 is to continue cross-walking the scores on these assessment tests and developing common and shared interpretation of test results. SWC will purchase CASAS assessments, and will pilot CASAS implementation in assessment, advising and in selected noncredit classes.

**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
CASAS	Comprehensive Adult Student Assessment System	Pre and Post testing
CTEP	College Tests for English Placement	English Basic Skills Placement Testing
MDTP	Mathematics Diagnostic Testing Project	Math Basic Skills Placement Testing
TABE	Test of Adult Basic Education	Basic Skills Placement 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?*

SUHSD currently uses the TOPS system to collect and manage student data. SWC and CUSD will purchase TOPS by the end of Year 1 to provide the system to collate and share student data. TOPS has a consortium-level feature that will facilitate sharing data. SWC has begun the process of creating an Adult Education/noncredit identifier in the SWC application, and expects to be able to pilot test the identifier in fall 2016.

In Year 2, the Implementation Team (the Project Director and Project Coordinators) will implement the TOPS system to collate and share student and performance outcome information across Consortium Members. The Team will identify the specific data items to be collected by each Member, determine how the data will be collated, and the schedule by which data should be provided to the Project Director. All data will be collated student outcome information only; individual student data will not be shared. Student data to be collected will include total number of students; overall demographics of the student population (age, gender, ethnicity); number of students in each program; the number of students who complete each program; and the required AEBG performance outcomes.

**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
TOPS	Tracking of Programs and Students	Data and Accountability System

## 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.

Seven workgroups have been formed: reading/writing basic skills (6 members); CTE (4 members); ESL (10 members); student support services (11 members); assessment (8 members); professional development (6 members) and math basic skills (6 members).

The student support services workgroup assignment was to map current support services; identify gaps in student support services; align current support services; create classroom presentations; and develop educational roadmaps and program pathway templates. They also will plan support services for adults with disabilities. The deliverables for the student support services workgroup include a template to be used one-on-one with students to develop individual program pathways within the larger educational roadmap, and a plan for alignment of student support services for adults with disabilities.

The professional development workgroup was tasked with coordinating professional development that would be relevant to all three member districts. The deliverables include a survey to be sent to adult ed/noncredit faculty, and a plan for shared professional development to implement in year two.

The curriculum/assessment workgroups were tasked with mapping current assessments and curriculum and identifying gaps in assessment and curriculum. The curriculum/assessment work groups' deliverables include a plan for specific assessments to be purchased, and specific curriculum to be written for 2016/2017, based on the mapping gaps in alignment. Next steps for 2016/17 are to purchase assessments and write curriculum to address gaps.

The workgroups are working to identify the learning outcomes expected at the start and end of ABE, CTE and ESL programs. They are working on the map of the current curriculum and learning outcomes, and making recommendations for new or changed curriculum at the same time. This work will be continued into year two.

### 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
3.1 Map current curriculum and CTE pathways; Draft roadmap and component parts, with plan for Roadmap website; Develop curriculum to address preliminary gaps identified	Completed map of how curriculum fits together; Roadmap document and attachments; plan for Roadmap website; Curriculum presented to curriculum review process at each member	Roadmap document is complete and available to students; Materials are ready for Website development; Curriculum approval
3.2 Review and align current assessments; Make recommendations for assessment changes, including accommodations for students with disabilities	Recommended assessment changes are presented to Advisory Committee	Document explaining assessment similarities and current alignment is on file in project office; Recommended changes are on Advisory Committee agenda
3.3 Identify the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs, and courses at the transfer points; Make recommendations for curriculum changes and for new courses and programs	Recommended curriculum changes are presented to Advisory Committee	List of current learning outcomes for each program area is completed and on file in program office; Recommended changes are on Advisory Committee agenda

### Objective 4: Gaps in Services

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

Sweetwater has provided ongoing courses in ESL, CTE, ABE, ASC, workforce entry/reentry, and pre-apprenticeship that were



identified in the three-year plan. Coronado offered courses in ESL, and in a new jewelry design course that is funded through Maintenance of Effort funding. Sweetwater has offered 33 new classes in ESL, ABE, ASC, CTE, workforce entry/reentry for spring 2016. A total of 27 new classes in these areas will be offered in summer 2016 (which takes place in June). Sweetwater is able to offer summer school to adults for the first time since 2008. Sweetwater hired a new .50 FTE counselor liaison. She is working with the counseling workgroup to develop a student educational plan that will be similar to the noncredit student educational plan that Southwestern College uses. The counselors also developed a PowerPoint presentation about the services that are available to adult education students.

A Request for Quotes for the three-year marketing plan was developed and approved by the advisory committee. The Southwestern College Governing Board approved the contract in May 2016.

The basic skills workgroup is working on the roadmap and identifying gaps. Southwestern College has assessed existing courses and identified areas that need to be created to develop the Southwestern College Basic Skills Academy. Southwestern College also has begun to develop an Adult Education/noncredit identifier in the SWC application and information system, and plans to have a pilot in fall 2016.

Sweetwater, Coronado and Southwestern College have provided orientation, counseling and advising support services to students as identified in the three-year plan, using maintenance of effort or current funding. Southwestern, Sweetwater and Coronado are providing the same assessments that were outlined in the three-year plan. Sweetwater has purchased an audio version of the Test of Adult Basic Education (TABE). This audio version will help adults with disabilities take this test.

The student support services workgroup is identifying the modifications and possible accommodations to existing curriculum that are needed for students with disabilities, and identifying a priority list of new curriculum needed. They are expected to provide input in June 2016. Sweetwater developed an Authorized Academic Accommodations Form, adapted from the form that Southwestern College's Disabled Student Services Program uses to identify accommodations that students need. They also developed a procedure to verify disabilities.

Sweetwater and Southwestern provided the CTE courses and programs outlined in the three-year plan, using Maintenance of Effort or ongoing funding. Coronado developed one new CTE program: jewelry design. Southwestern College has identified a workforce readiness course. Sweetwater has recommended several new programs and has been providing new classes in the following: ESL/Citizenship, Electronic Health Records, Culinary Arts, Construction Math, Welder, High School Subjects, Introduction to Computers, Healthcare Essentials, Customer Service, Body Basic, ABE Multilevel, and Introduction to Computer Concepts. Sweetwater started offering a course in workforce readiness in spring 2016 as a pilot at National City Adult School. The pilot has demonstrated the need for a TABE prerequisite. Sweetwater currently has partnerships for two apprenticeships: a roofers/waterproofers apprenticeship, and a bricklayers/stonemason apprenticeship. The tutoring course sequence is still in the planning phase.

These activities will continue in Year 2, with more courses offered as they are developed and approved.

**Objective 4 Activities**

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

Activity	Outcomes Expected	Method of Assessing Impact
4.1 Provide ongoing courses in ABE, ESL and CTE adult education programs at SUHSD/CUSD to meet community needs, as detailed in the Three-Year Plan; Add new course sections to meet additional community needs; Provide student support functions and services for new students enrolled	Approximately 6,700 students in ABE/ASE, 6,700 in ESL, 4,500 in short term CTE, 1,600 in Workforce Entry/Reentry and 40 in programs for apprentices; Approximately 30 students served in each course section added; All support functions are in place for additional students served	Count of enrollments; Member student services records; numbered served
4.2 Marketing consultant develops three-year outreach/marketing plan; Website developer designs a user-friendly AEBG website, with all informational materials in Spanish and other languages	Outreach plan is complete and approved by Advisory Committee; Website design and plan are complete and approved by Advisory Committee	Documents completed; Advisory Committee minutes
4.3 Continue development of curriculum and student services plan for Basic Skills Academy; Develop curriculum as needed for Basic Skills Academy and submit through SWC curriculum approval process; Pilot test noncredit identifier in the SWC application and information system	Basic Skills Academy plan is developed and approved by SWC faculty and administration; Curriculum proposals are in the approval pipeline; Programming to change the SWC information system and application is complete	Plan completed with required approval signatures; New curriculum is registered with SWC curriculum approval process; Noncredit students can be tracked through SWC information system
4.4 Provide orientation counseling and advising support services to student as identified in Three-Year Plan (MOE funds); Identify counselors for adult education/noncredit students; Counselors provide guidance and educational planning services to adult learners	Adult learners access support services and counseling; More counselor hours available	Number of students served and hours of service provided
4.5 Provide academic assessment services as outlined in the Three-Year Plan (MOE); Purchase assessments as needed to address recommendations; Train faculty and staff as needed to administer and interpret assessments; Provide assessment to adult learners	Students take assessments; All members have access to assessments; All members have certified staff	Number of assessments completed; Number of certified staff
4.6 Identify modifications and possible accommodations to existing curriculum needs for students with disabilities; Create priority list of new curriculum needed; Initiate the curriculum development process	Current curriculum modifications/accommodations are available to students; Curriculum teams are working on new curriculum in priority order	Member records from Disabilities offices; Priority curriculum list is complete and on file. Progress reports from curriculum teams
4.7 Provide CTE courses and programs as outlined in the Three-Year Plan (MOE); Develop recommendations for new CTE programs; Offer new CTE courses/programs developed	Students complete CTE courses and programs; New CTE program plan is developed and submitted to curriculum committees and administration	Enrollment and course completion data; Written CTE plan is on file
4.8 Review and develop curriculum as needed to offer short workforce readiness courses designed to teach the employability skills necessary to succeed in a high-performance work organization	Curriculum proposals are in the approval pipeline	New curriculum is registered with SWC curriculum approval process
4.9 Provide apprenticeship programs as outlined in the Three-Year Plan (MOE); Coordinate pre-apprenticeship meetings with other regional adult education Consortia and regional apprenticeship programs; Review skill requirements for each apprenticeship program and create an inventory of program requirements	Students enroll in and complete apprenticeship programs; All Consortia in region have information about skills required from apprenticeships	Student enrollment and completion data; Skill requirements inventory document is on file
4.10 Develop curriculum as needed to create a noncredit/adult education course or course sequence designed to prepare adults of any age in the requirements of the Common Core State Standards, and how to tutor and support elementary (K-12) and secondary school students learning	Curriculum plan for tutoring K-12 students is approved by SWC; Curriculum proposals are in the approval pipeline	Approval documents with signatures on file; New curriculum is registered with SWC curriculum approval process

**Objective 5: Acceleration**

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

SUHSD currently offers online/hybrid courses in all program areas. In the CTE program area, students learn theory online and have hands-on experiences in the classroom.

At SUHSD, a workforce readiness course and a VABE course are taught at San Ysidro adult school via contextualized learning. In the workforce readiness class, two teachers are team teaching in the same classroom. In the VABE class (medical career), students are concurrently enrolled in the medical course and basic skills course; the two teachers do not teach together, but work outside the class to keep the class content aligned.

At SWC, learning communities generally mean linked courses; the Consortium is planning to develop cohorts of students, not necessarily in linked courses. Therefore this terminology has been changed in Year 2.

**Objective 5 Activities**

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

Activity	Outcomes Expected	Method of Assessing Impact
5.1 Identify modifications to existing curriculum needed to offer more distance learning and hybrid courses	The modifications that need to be made to curriculum for distance education are identified and team has priority order for work on curriculum	Written plan is on file
5.2 Review existing contextualized learning models in practice; Develop curriculum and student services plan for contextualized learning models	Results of review of existing models presented to Advisory Committee; Curriculum and student services plan for contextualized learning is presented to SWC and SUHSD	Advisory Committee minutes; Curriculum plan is complete and on file
5.3 Develop curriculum and student services plan for cohorts of students, with input from current SWC adult learner students	Curriculum and student services plan for learning communities is presented to SWC	Curriculum plan is complete and on file

**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.*

SUHSD offers professional development seminars and has professional learning communities in place. SUHSD has invited SWC and CUSD faculty to attend; CUSD's ESL faculty member participated in Year 1. SUHSD has a workgroup for professional development (the teachers on special assignment) that met in June 2016. The Implementation Team (Project Director and Project Coordinators) started to plan consortium-wide professional development starting in May, 2016, which will include a series of workshops around a common theme.

**Objective 6 Activities**

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

Activity	Outcomes Expected	Method of Assessing Impact
6.1 Survey instructors and faculty to identify top needs for collaborative professional development activities; Arrange, schedule and offer seminars and workshop as planned	Needs assessment identifies priority topics for professional development; Faculty and staff learn more about working with adult learners	Needs assessment document in on file; Faculty and staff feedback after professional development activities
6.2 Plan collaborative Professional Development Workshop Series, including timelines and objectives (first series will be in year 2); Arrange and schedule seminars and workshops for series as planned	Workshop series is complete/presented to Advisory Committee; Workshop Series agenda is prepared, activities scheduled	Workshop Series plan is approved and on file; Workshop Series agenda is on file

**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.*

Consortium members have met with the Director of the Chula Vista Library, who is open to providing classes on site. SUHSD also has been in communication with the Imperial Beach library, which is interested in providing ESL, ABE, and citizenship classes when they are reorganized. The Consortium plans to seek input from Elementary School District English Language Acquisition Advisory Committees to get their recommendations about offering classes at the libraries. SUHSD has formed partnerships with the Chula Vista Police Department and the U.S. Marshalls to provide CTE courses at the East Mesa Juvenile Detention Center. SUHSD has also partnered with the National School District to offer ESL classes at four elementary school sites.

**Objective 7 Activities**

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

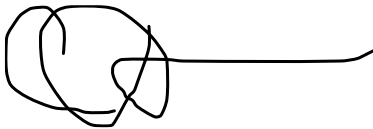
Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
7.1 Inventory community-based support services, including eligibility for services, requirements to participate and service schedules; Design regional asset map for supportive services; Develop agreements with regional supportive service providers to offer these services to eligible adult education students	Able-Disabled Chula Vista Library Job Corps San Diego Council on Literacy Workforce Investment Board	Information	Results of inventory presented to Advisory Committee; Asset map design and additional development plans are completed; Student receive supportive services	Inventory and asset map are complete and on file; number of students referred to supportive services
7.2 Make arrangements with library and elementary school districts to offer classes developed	Chula Vista Library, National School District, Coronado Unified School District	Space for classes	Classes are offered at community locations	Schedule of classes with locations is prepared and on file
7.3 Continue to provide adult education and referral services as outlined in the WIOA MOU	WIOA Partners defined in MOU	Cross information sharing/customer referral; Basic skills and career training	Local Workforce Development Plan and Regional Workforce Development Plan is developed	Local Workforce Development Plan and Regional Workforce Plan is on file

## 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.](#)