

63 South Bay (Southwestern) | 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)

Vision: The South Bay Adult Education Consortium/Southwestern is committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. The Consortium members offer well-aligned educational programs that provide the region's adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school equivalent degree, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Adult education includes programs designed specifically for adults with disabilities.

Accomplishments of Prior Year:

Each member provided ongoing noncredit and adult education courses. Six workgroups of faculty/staff from SWC, SUHSD, and CUSD (in math basic skills; CTE; ESL; student support services; assessment; and professional development) worked to identify gaps in services and curriculum in their area and identify strategies to address those gaps.

Marketing plan implementation included development of a Consortium website, a Facebook page, and a digital ad that will appear over social media.

SWC developed a noncredit identifier in the noncredit application and added items to capture data elements required under AEBG and WIOA.

SUHSD and CUSD provided student support services to students as identified in the three-year plan. SWC began implementing Student Support Service Program (SSSP) orientation and counseling services for eligible noncredit students.

Over eighty adult education students participated in a field trip to SWC and had the opportunity to take a SWC noncredit student success skills course offered at their adult education school site.

The Consortium developed and offered a new series of collaborative professional development seminars on programs and

services for adults with disabilities.

Primary goals for upcoming program year:

To maintain/increase the number of students served Consortium-wide, SWC may offer new noncredit ESL, ABE, and Workforce Development courses at SUHSD adult schools, libraries, etc. to augment student access to these courses. AEBG funding may be used to pay for facilities costs, SWC instructor and curriculum development, marketing expenses, administration of the SWC AEBG program, and to provide students with free books and materials. No Member instructors will be displaced as a result of these noncompeting agreements.

The marketing plan will be further implemented, including advertising, print materials in English and Spanish, the website, and a social media campaign.

SWC will continue to develop a SWC Basic Skills Academy, will offer short workforce readiness courses, and will develop curriculum to prepare adults to tutor and support elementary and secondary school students. SUHSD will develop and offer courses in pre-algebra to ensure that adult education students are prepared for the basic skills math courses offered at SWC.

SWC will develop noncredit co-requisite classes that will help accelerate adult education students into Intermediate Algebra (Math 60) and English 115.

The Consortium will investigate the use of asynchronous, online professional development activities and platforms to enhance instructor access.

The Consortium will develop 211 informational workshops/courses and a student Resource Guide, and will provide more student-access computer labs to help adult education students access resources/information.

All planned allocations are consistent with the three-year plan.

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.
The number of adult education Elementary and Secondary Basic Skills (ABE) classes available to meet the needs of students with low educational attainment/no high school diploma has been declining due to rising program costs and a static funding level.	Resources used to identify gaps include census data on educational attainment and the AEBG Regional Fact Sheet.	Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.
The number of adult education ESL classes available to meet the needs of students who are not proficient in English has been declining due to rising program costs and a static funding level.	Resources used to identify gaps include census data on English proficiency and the AEBG Regional Fact Sheet.	Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.
Availability of services and the number of students with disabilities served by Consortium programs has not kept pace with the demand.	Resources used to identify gaps include census data on the number of regional residents with disabilities and the AEBG Regional Fact Sheet.	Progress will be measured by using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.
Availability of CTE programs and courses, and the number of students served throughout the region, have not kept pace with the demand.	Resources used to identify gaps include census data on employment and unemployment, regional labor market information, and the AEBG Regional Fact Sheet.	Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses. Progress also will be measured by comparing service numbers with regional labor market information and the number of industry-recognized credentials awarded.

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.

The Consortium has been able to increase the number of students served by increasing the number of classes offered at SUHSD (with a few more offered at CUSD). In Year 1 the SUHSD Board of Education funded increases in Adult Education teacher salaries and fringe benefits through the general fund, making AEBG funds available to add more classes. However, SUHSD is now facing budgetary constraints, and the board may not elect to make contributions to Adult Ed from the general fund. Salaries and fringe benefits will continue to increase annually, making this an ongoing challenge to the Adult Education budget. SUHSD's Adult Education program will be required to cut many adult education courses. Recognizing that the need to offer educational opportunities to students remains regardless of cuts, and keeping in mind the consortium goal of serving more students consortium-wide, consortium members should leverage their partnership in a way that serves as many students as possible. SWC may offer noncredit courses at SUHSD adult schools, libraries, and other locations that are readily accessible in the community. SWC has recently obtained CCCCO approval for new noncredit ESL courses, and new noncredit workforce development and ABE courses are in the CCCCO review pipeline. SWC may teach the new noncredit ESL, ABE, and Workforce Development courses at SUHSD adult schools, libraries, etc. to augment access to English language, basic skills, and workforce development. AEBG funding may be used to pay for facilities costs, cover SWC instructor and curriculum development costs, fund marketing expenses, contribute to the administration of the SWC AEBG program, and provide students with free books and materials. The objective is to offer enough classes that the same or a greater number of students are served consortium-wide. This could also help serve as a bridge to SWC for SUHSD adult ed students.

Implement the three-year outreach/marketing plan developed in Years 1 and 2, including implementing media public relations, purchasing advertising and other planned communications, and implementing media services (including print materials, website, and a social media campaign). All informational materials will be available in English, Spanish.

Continue development of curriculum and student services plan for SWC 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.

Offer short workforce readiness courses at SWC designed to teach the employability skills necessary to succeed in a high-performance work organization.

SWC will 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 those subjects; submit new curriculum to the curriculum approval process.

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?
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	3 - Somewhat implemented	Challenges include (a) difficulties in getting the workgroups together each semester, (b) the time it takes to get new community college courses approved; and (c) budget cuts at SUHSD making it difficult to start new classes.	Completion of planned new community college courses, pending approval at the state level. Workgroups will complete the roadmap and post it online.	More training and support in development of guided pathways in noncredit and adult education programs.
3.2 Review and align current assessments; Make recommendations for assessment changes, including accommodations for students with disabilities	4 - Mostly implemented	Uncertainty about using CASAS and HiSET scores as part of multiple-measures assessments at SWC. Need to provide stipends for college faculty in doing CASAS pre- and post-testing for assessment analysis.	Expand study comparing HiSET scores with college placement tests to determine if they can be used in college assessment and placement; add analysis of CASAS scores to the study.	Approval from CCCC to use HiSET and CASAS as part of multiple-measures placement at the community college. Guidance on impacts that moving to Common Assessment Initiative will have on adult education.
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	5 - Fully implemented	Budget challenges at SUHSD limit their ability to develop and implement new classes that meet the gaps in learning outcomes identified.	SWC will implement new course NC 220, Transitioning to College ESL.	More funding for ESL and ABE to help cover increased costs at SUHSD and CUSD, which are eating into AEBG funding available to provide services to students.

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.

The SWC credit program deactivated Math 20 and created three noncredit courses to take its place (NC 1025 Arithmetic Refresher 1; NC 1026 Arithmetic II, and; NC 1027 Arithmetic Refresher III). The lowest level credit class is currently Math 35. Adult ed students may enter at that level with the requisite knowledge and skills. The noncredit classes would remain an option, and SWC could arrange to offer those courses at the Adult Ed sites.

SUHSD adult education students will be encouraged to complete the SWC noncredit and/or credit application as part of targeted transitional adult education classes. This also will help track students from adult education to SWC.

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?
5.1 Identify modifications to existing curriculum needed to offer more distance learning and hybrid courses	4 - Mostly implemented	SUHSD budget challenges prevent expansion of the online courses currently offered in all program areas. SWC had a moratorium on development of new online/hybrid courses throughout 2016; first priority now that moratorium has been lifted is on credit courses. SWC currently does not have any online noncredit courses, and lacks an online application process for noncredit online courses. CUSD does not offer distance learning courses and does not plan to do so.	None in this three-year cycle; SWC may start to develop online noncredit courses in 2019.	More funding to restore lost online and hybrid courses and expand course offerings.
5.2 Review existing contextualized learning models in practice; Develop curriculum and student services plan for contextualized learning models	2 - Mostly not implemented	SUHSD has been forced to cut a contextualized workforce readiness class due to budget constraints. SWC had to wait for CCCC approval of a new contextualized ESL noncredit course.	SWC will implement new Workplace ESL contextualized learning class.	More funding, state support for increased costs, including salaries and fringe benefits (PERS, STRS).
5.3 Develop curriculum and student services plan for cohorts of students, with input from current SWC adult learner students	2 - Mostly not implemented	Noncredit SSSP student services were not available at SWC until part way through Year 2.	SWC will plan, develop and implement a pilot-project cohort of incoming adult education students in the 2017-18 academic year, now that noncredit SSSP services are available.	Continued support for noncredit SSSP services.

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).

SWC will develop noncredit co-requisite classes that will help accelerate adult education students into Intermediate Algebra (Math 60).

SWC will develop a noncredit co-requisite class that students who do not have the prerequisites for English 115 can take to accelerate into that course.

SUHSD will plan new Integrated Educational Training elements, in which ESL students will receive greater support with increased focus on English language development toward vocational goals.

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?
6.1 Survey instructors and faculty to identify top needs for collaborative professional development activities; Arrange, schedule and offer seminars and workshop as planned	4 - Mostly implemented	SUHSD offered professional development seminars and professional learning communities in all program areas, and invited CUSD and SWC faculty to attend. SWC faculty did not attend due to scheduling constraints (teaching schedules).	Faculty from all three Consortium Members will be surveyed annually to identify professional development needs.	State-supported access to professional development seminars (particularly online seminars) in adult education topics.
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	5 - Fully implemented	SWC faculty did not attend workshop series on services for students with disabilities due to scheduling constraints (teaching schedules).	Consortium PD will focus on CASAS, TOPS, and other training offered through AEBG Technical Assistance Project (TAP), for all AEBG faculty, counselors, administrators, and support staff.	State could provide a series of online seminars available to all AEBG faculty, counselors, administrators, and support staff.

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.

SWC will investigate paying part-time noncredit faculty to attend professional development activities in their program areas.

To ensure that all adult education/noncredit faculty can access professional development, the Consortium will investigate the use of asynchronous, online professional development activities and platforms.

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?
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	4 - Mostly implemented	In developing this activity, the Consortium staff found that 211 San Diego already provides a comprehensive inventory of community-based support services. 211 San Diego provides access to information via their website (which include a regional asset map) and by telephone. Therefore, the team concluded that it would be duplicative to create another asset inventory and map. However, the resources available at each Member are not included in the inventory and map, so the workgroups developed a graphic map of these services. Members noted that SUHSD/CUSD adult education students with an undiagnosed learning disability could be assessed at SWC by enrolling in PD9, a 0.5 unit credit course which includes diagnostic assessment of potential learning disabilities. The current cost for a 0.5 unit course is \$23. If the student is eligible for financial aid, the cost would be covered.	Provide more student-use computers to enable them to access the resource information available. Implement partnership formed with the Department of Rehabilitation and Workability II program (SUHSD). Have a representative from the South County Career Center on site at each adult education school one day per week.	Funding to allow the community colleges to provide assessment of learning disabilities at no cost to adult education and noncredit students.
7.2 Make arrangements with library and elementary school districts to offer classes developed	4 - Mostly implemented	SUHSD partners with National School District, South Bay Union School District, Chula Vista Library and Otay Mesa Library to offer adult education classes at their sites. Funding challenges limit the number of courses that can be offered. SWC offers some credit ESL courses at the Chula Vista Library.	Members will continue to offer adult education courses at partner sites as negotiated.	More funding would allow the Consortium to offer more adult education classes in the community.
7.3 Continue to provide adult education and referral services as outlined in the WIOA MOU	2 - Mostly not implemented	The San Diego Workforce Partnership has requested that the San Diego region Consortia work with them to develop a regional MOU to cover WIOA adult education and referral services, rather than developing separate MOUs with each Consortium in the region.	The San Diego Super Region Consortia will continue to work together to develop a regional MOU with the San Diego Workforce Partnership.	Guidance in development of MOUs with the regional Workforce Investment Board, and sample MOUs.

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.

- Develop 211 informational workshops/courses and student-access computer labs to help adult education students access resources and information.
- Expand agreement with the San Ysidro Health Center to provide disability verification services for SUHSD adult education students from all adult education sites.
- Develop a noncredit/adult school Student Resource Guide and a noncredit Faculty Handbook.
- Develop a noncredit orientation (in person and online) at SWC.

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	\$13,670,302	\$13,465,485	\$204,817
2016-17	\$13,728,936	\$12,930,334	\$798,602
Total	\$27,399,238	\$26,395,819	\$1,003,419

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

The main challenge in spending AEBG funds to date has been the restriction on community colleges using AEBG funds to cover the cost of courses for which they can collect FTES. This was not expected when the Consortium prepared the three-year AEBG plan. In 2017-18 SWC can use AEBG funds to pay for any college course while collecting FTES.

Although AEBG funds can be used to pay equipment, books and supplies, SWC has tried to keep these costs to a minimum to make noncredit courses as inexpensive as possible. This has made it difficult for SWC to expend its AEBG funding as originally planned, and has resulted in SWC (and other community colleges across the state) having to inaccurately report significantly reduced enrollment this year. These reports do not reflect actual enrollments in basic courses at SWC.

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

The central approach to incorporating remaining funds from 2015-16 and 2016-17 into the activities planned for 2017-18 has been maintaining the focus of the 2017-18 annual plan on the key activities identified in the three-year plan. The Year 3 plan does not change program activities, although several new strategies have been identified to further implement program activities.

Each Consortium member will expend any remaining 2015-16 funds first, on activities central to the three-year plan. They will then expend all remaining 2016-17 funds before they start charging AEBG activities and costs to the 2017-18 budget.

SWC's original AEBG budget focused on providing faculty time to develop noncredit courses and provide counseling services to noncredit students. However, the college has found that it needs significantly more administrative and data management time dedicated to AEBG than was originally allocated in the budget. Therefore, SWC has strengthened its focus on building the infrastructure needed to effectively manage the AEBG funding and develop noncredit courses. SWC will use AEBG funding to pay part of the salary of an administrator dedicated to the noncredit program, as well as more data management and support staff. This will provide the infrastructure and support that college faculty need to develop and implement new noncredit courses.

Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A handwritten signature in black ink is visible within a dashed rectangular box. The signature appears to be a stylized set of initials, possibly 'CA', followed by a horizontal line extending to the right.

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