

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
15-328-62	64 State Center

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
Watkins, Sherri	Executive Director, SCAEC	(559) 324-6466	sherri.watkins@statecenter.com

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
Chang, Cindy	Accountant Auditor	(559) 244-5924	cindy.chang@scccd.edu

Member Representation

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

Name	Member Agency	Phone	Email	Approved
Vuicich, Valerie	Fresno County Office of Education	(559) 497-3850	vvuicich@fcoe.org	06/03/2016
Thiesen, Barbara	Dinuba Unified School District	(559) 595-7207	bthiesen@dinuba.k12.ca.us	06/09/2016
Talley, Gary	Chawanakee Unified School District	(559) 868-4200	gtalley@mychawanakee.org	07/18/2016
Sylvia, Drew	Selma Unified School District	(559) 898-6670	dsylvia@selma.k12.ca.us	05/24/2016
Schmalzel, Ed	Clovis Unified School District	(559) 327-2800	edschmalzel@cusd.com	07/20/2016
Raygoza, David	Madera Unified School District	(559) 675-4482	davidraygoza@maderausd.org	06/14/2016
Penny, Nancy	Sanger Unified School District	(559) 524-7204	nancy_penny@sanger.k12.ca.us	06/28/2016
Marvin, Deborah	Valley ROP JPA	(559) 876-2122	dmarvin@valleyrop.net	06/02/2016
Mann, Kuljeet	Golden Valley Unified School District	(559) 645-3580	kmann@gvusd.k12.ca.us	06/08/2016
Keledjian, Ara	Sierra Unified School District	(559) 855-3020	akeledjian@sierrausd.org	08/08/2016
Pack, Ron	Kings Canyon Joint Unified School District	(559) 305-7085	pack-r@kcusd.com	07/26/2016
Nicol, Stacy	Yosemite Unified School District	(559) 683-8801	snicol@yosemiteusd.org	06/20/2016
Coronado, Pam	Fresno County Office of Education	(559) 600-4990	pcoronado@fcoe.org	07/14/2016
Birrell, Paul	Central Unified School District	(559) 274-4700	pbirrell@centralusd.k12.ca.us	05/23/2016
Tompkins, Tod	Caruthers Unified School District	(559) 495-6440	ttompkins@caruthers.k12.ca.us	07/26/2016
Hioco, Barbara	State Center Community College District	(559) 324-6475	barbara.hioco@scccd.edu	07/05/2016
Bumatay, Raine	Fresno Unified School District	(559) 457-6000	raine.bumatay@fresnounified.org	08/10/2016

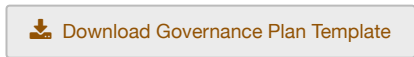
Governance Plan

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

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

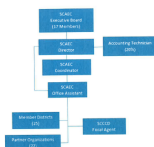
- Yes
- No

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



Organizational Chart

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



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

- Yes
 No

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

[scaecorgchart201617.jpg](#)

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 Executive Director of the State Center Adult Education Consortium manages the rolling up of grant expenditures and reporting 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

There are no updates or changes to Fiscal Management.

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
Dinuba Unified School District	\$270,598
Yosemite Unified School District	\$273,023
Chawanakee Unified School District	\$61,361
Golden Valley Unified School District	\$42,799
Madera Unified School District	\$954,570
Caruthers Unified School District	\$93,938
Sierra Unified School District	\$86,254
Central Unified School District	\$821,593
Selma Unified School District	\$470,393
Sanger Unified School District	\$727,579
Kings Canyon Joint Unified School District	\$1,054,311
Fresno Unified School District	\$5,289,429
Clovis Unified School District	\$2,429,015
Valley ROP JPA	\$40,326
Fresno County Office of Education	\$80,652
State Center Community College District	\$1,586,910
Total	\$14,282,751

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.

[State Center Adult Education Consortium \(SCAEC\) will make progress towards the realization of the vision and goals of the](#)

SCAEC Three-year Plan and continue to implement identified strategies. The strategies identified in the Three-Year Plan were designed with input from SCAEC Members and Stakeholders and address the varied needs identified to fill regional delivery gaps, support the transition of students, and accelerate transitions for learners across the diverse service area of the State Center Adult Education Consortium.

The Consortium hired a Coordinator to help facilitate implementation of the Annual Plan. The Coordinator works with each individual Member and Partner, facilitates Program Area Sub-Committee meetings, and maintains regular communication with all Members to ensure alignment to the Annual Plan goals. An additional full-time Counselor will be hired at the start of the 2016-17 school year to assist in the transition of students from adult education to community college and short-term CTE programs. In addition, the Counselor will create a “survival guide” which helps to guide students through the academic process and pathway. SCAEC will contract with external expertise to help guide implementation of the Annual Plan.

SCAEC will increase course offerings among Members districts to align to the ongoing review of local and regional needs. SCAEC is exploring curriculum and assessment options to ensure consistent outcomes in all program areas across the region. The Consortium recognizes that as students transition between Adult Education programs, their academic learning should not suffer as a result of varied curriculum and assessments. SCAEC continues to develop an assessment and placement “crosswalk” document that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements. In addition, regular meetings between adult schools and community colleges are being held via the Sub-Committees in order to foster greater collaboration. SCAEC is currently exploring data systems that would track and/or aggregate data, assessment, and information of adult school students through Community College and into the workforce.

Program Area Specialists are currently being hired for each program area and will facilitate collaboration and sequencing across educational institutions and assist in the alignment of educational pathways to create a clear “roadmap” for students. The Program Area Specialists will also work with outreach departments to ensure that student educational plans are generated accurately and effectively to assist students in defining their long term goals. The Program Area Specialists work closely with the Consortium Coordinator and report to the Executive Director.

Discussions are being held with non-participating districts to engage them in the AEBG initiative and to determine if there is interest to participate. Districts would be paired with active Members’ programs during the initial year of program implementation, should these districts chose to participate. Non-participating districts include: Washington Union, Kerman USD, Fowler USD, Kingsburg USD, Parlier USD. As SCAEC expands services and hires additional staff, alternative office space and location options will be explored for possible relocation.

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
Employment Development Department	Employment Services	Employment
Madera Workforce Development Board	WIOA Title I	Employment
Proteus, Inc.	Education Provider	ESL Class in Kerman

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

A partnership was developed between Madera Workforce Development Board, Madera Adult School, and Madera Economic Development to collocate all facilities, provide wrap-around services for all students and clients, and to share costs.

Four Member districts (Dinuba, Kings Canyon, Sanger, Selma) applied for and received a grant from SCAEC to hire a shared services counselor. Valley ROP will now provide CTE courses on-site at these four districts. SCAEC has also partnered with Proteus Inc. to offer ESL courses in regions where this service is not available.

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.

All member districts that currently offer Adult Education services are expanding the levels, frequency and number of course offerings. SCAEC Members and Partners have successfully built a practicing culture of collaboration and communication. This includes planning with Members and Partners as well as working closely with other Consortia. Members maintained enrollment capacity for short-term vocational training, job placement and increased pay-point WIOA benchmarks. SCCCD has created a new pre-apprenticeship program for the Laborers Union, in partnership with Community organizations and adult schools.

The Consortium saw great success in offering increased high school diploma programs. Programs were restructured to provide adult learners with more consistent class time. This change allowed students to be able to really focus on learning and earning their credits towards their high school diplomas. ESL programs were also restructured and this

contributed to some very positive results as students achieved more consistent gains in their levels.

Lastly, SCAEC is working with non-participating districts that have not provided Adult Education services in the past several years to begin the discussions of offering services through collaborative agreements with neighboring Adult Education programs focused on the seven program areas of AEBG.

One of the most difficult challenges faced by SCAEC Members has been the recruitment of qualified instructional staff. The regional pool of qualified applicants is not large enough to support the current expansion goals of SCAEC. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return. SCAEC Members also suffered from not receiving AEBG funding until January 2016. Maintenance of Effort and Consortium funds still remain below levels prior to flex funding. Utilizing new student data tracking programs created a challenge for staff and the ability to maintain accurate record keeping. Learning how to implement the College and Career Readiness Standards is an ongoing challenge.

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.

There have been no substantive changes in the local/regional economy or data provided by the partner Workforce Development Board since submission of the 2015 Annual Plan or since the submission of the Three-Year Comprehensive Plan.

Members of SCAEC have realized an increase of students taking and passing the HiSET exam, with some Members showing a doubling of pass rates. OTAN, CALPRO trainings and Summer PD were attended by a majority of teachers, which helped to shed light and clarity on future needs. Members' staff participated and attended workshops and conferences hosted by various SCAEC members, CASAS, and CCAE. Administrative, clerical and teaching staff were provided with multiple training opportunities in areas that greatly impacted both their success and the success of adult learners. Many of the trainings were hosted at school sites, while others were at off-site workshops or conferences. Program Area Sub-Committees met regularly to plan and develop ongoing support systems for the Consortium members.

The "Transition to Fresno City College" workshop series which provides orientations, counseling, fiscal support, entry exams and tours, and has become a staple series each fall and spring. All workshops are held at Fresno Adult School and include students from CTE, ESL and ASE.

In addition to finding qualified teacher candidates, Consortium members struggled with service delivery implementation due to fund allocation late in the program year. Member districts often feel that AEBG is a short-term, soft-money fix, and are hesitant to fully support the Adult Education initiative. As the Consortium move into the 2016-17 Program Year, Members are poised to demonstrate rapid expansion of services.

Members faced a challenge in getting staff together for trainings and staff development days because many teachers are part-time and hold other jobs. Key challenges in the Fresno County Jail program include the transiency rate of the population.

Lastly, three Members are engaged in a multi-year process to secure physical plant facilities in order to expand program offerings.

Section 3: Consortium Expenditures by Program Area and Objective –

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

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

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single 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_160722.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

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

The implementation of CASAS by all Adult Schools will align placement of students into programs, allow for easier transition between programs, and standardize the curriculum levels of instruction across the region. SCAEC will adopt CASAS for all member districts who currently do not utilize the assessment, as well as for all members providing ESL instruction. This will set the stage for non-WIOA Title II funded programs to apply for funding. Promotion and progression through the CASAS levels will provide achievement benchmark indicators of student success.

Aztec Software is used for academic analytics for ABE, ASE and HSE. HiSET, GED and TASC are offered as High School Equivalencies. TABE is used in CTE programs for appraisal and placement. Nationally and/or industry recognized assessments for certification and/or licensure will continue to be used by members in CTE programs.

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
Accuplacer	College Board	Community College Placement Test
CASAS	CASAS	Adult Education Academic Assessments
GED	GED Testing Service	High School Equivalency Testing
HiSET	ETS	High School Equivalency Testing
TABE	CTB/DRC	Adult Education Academic Assessments
TASC	CTB/DRC	High School Equivalency 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?

Members of SCAEC use multiple technologies to track student data. These include: TOPS Pro from CASAS, ASAP, Aeries, Google shared docs, and teacher data charts.

ASAP Student Data System is used for student enrollment, attendance and demographics. TOPS Pro from CASAS is used to track student learning gains and demographic information. Some Members are tracking and discussing formative and summative data in the classrooms within the framework of weekly Professional Learning Communities and Accountable Communities.

Ongoing training is being delivered to Members to ensure accurate usage of these data platforms.

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
AERIES		Student Data Tracking
ASAP	ASAP	Student Data Tracking
TOPS Pro	CASAS	Student Data Tracking

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.

SCAEC has funded a Counselor, and plans to hire an additional Counselor, to work on transition services both between Members and to the workforce. SCAEC Members continue to work toward implementing a viable, common curriculum and assessment for all programs to facilitate the movement of learners between programs. SCAEC's Adult Schools will develop a stronger working partnership with local WDBs and Community Colleges to ensure students' needs are met and services are provided. Joint meetings and trainings will help align academic and career pathways for students to transition to next steps. Dedicated time and resources will be provided for staff from these agencies to collaborate and train together.

Members offer pre-apprenticeship and jobs skills classes that instruct both hard and soft skills to better prepare learners to join the workforce. CTE classes, that lead to an industry certification, transition to post-secondary, or entry level employment, have been started or expanded. SCAEC has increased the number of job fairs, internship/externship opportunities, partnership opportunities with EOC, HUD and Lighthouse. Improved orientation processes are being implemented and better communication strategies between counselors and students are being utilized. Additional community outreach, student recruitment and school readiness workshops are being implemented.

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
Strategy 3-1: Enrollment into Community College and Adult School, being sure to include AWD information sharing	<ol style="list-style-type: none"> 1. Community College counselor presence at the adult school 2. Registration-to-Go function at the adult school 3. Include adult school representative in college counseling division meetings, at minimum a dissemination of information to the adult school (deadlines, program updates, etc.) 4. Periodically/quarterly, Focus on local data sharing 	<ol style="list-style-type: none"> 1. Sign-in sheet to track contact hours and service utilization at adult school (used to develop frequency of adult school visits) 2. Tracking of students served through new process, create baseline and develop projections 3. *National Clearinghouse *Cal Pass PLUS Track student progress 4. Adult school representation presence <p>*both are programs that will assist in tracking students' progress</p>
Strategy 3-2: Assessment testing from Adult School to Community College	<ol style="list-style-type: none"> 1. Taskforce team to research and develop better understanding of assessment outcomes in efforts to find articulation between assessment tests, quarterly. 2. Multiple measures for matriculation 	Chart that articulates provisional level of competency based on assessment test (alignment of raw score interpretation, not a substitute of assessment.)
Strategy 3-3: Assessment testing and placement between Adult Schools	<ol style="list-style-type: none"> 1. Collaborative discussion on best practices 2. Focus on improving mobility for students move between schools 3. SCAEC Director to explore costs with CASAS for Consortia-wide implementation 	Chart that outlines all assessments used by adult schools with alignment of raw score interpretation, not a substitute of assessment.
Strategy 3-4: Articulation and/or curriculum in line with apprenticeship opportunities	<ol style="list-style-type: none"> 1. Collaborative meetings between apprenticeship programs, adult schools, and community colleges to identify apprenticeship opportunities and pathways to prepare students for the workplace 	Comprehensive list of apprenticeship opportunities and direct pathways from the adult school and community college
Strategy 3-5: Remediation course offering at the Adult Schools	<ol style="list-style-type: none"> 1. Workgroup to determine appropriate steps to offer remediation to adult school students: articulation, dual enrollment, enrichment 2. Articulate with college entrance requirements and bootcamps, quarterly 	Developed pathway to prepare students for college success who test below college level proficiency in English and Math. Levels to be determined by faculty.
Strategy 3-6: Access to student services during transitional phases (case management/follow up/tracking)	<ol style="list-style-type: none"> 1. Develop a task force to support adult school graduates through college by cohort 2. MIS identification of adult school students 3. Counseling assignment - follow up on adult school students 4. Counseling Class/Transition to College Class (AWD) offered at the Adult School to focus on college 	Develop a "survival guide" for adult school students to use when navigating the community college system

Objective 4: Gaps in Services

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

SCAEC's priority work in addressing gaps of service continue to focus on expanding services across all Program Areas and Objectives. This includes an increase in ASE courses off-site, an increase in courses for ASE Spanish, GED, TASC and HiSET preparation, ESL and VESL, Vocational/Contextualized ABE, CTE, and more online learning/distance learning opportunities.

The Consortium is hiring Program Area Specialists to work with Members and Partners on the implementation of the Annual Plan and Strategies. SCAEC is also hiring two part-time Data and Assessment Specialists, who will serve all Members.

Members continue to focus on improving literacy skills by offering more adult education courses, providing additional computer literacy instruction, guiding adults in citizenship preparation, improving collaboration between Adult Education and the Community Colleges/Universities to create more seamless transitions, and involving local businesses as partners to provide job training. This includes visits to business and industry sites for students to become familiar with employability options. Much needed CTE classes for adults are being added after not being offered in many years.

The Consortium funds distance learning curriculum development, classroom equipment and furniture, office and meeting supplies and computer hardware and software. Sanger, Madera and Selma plan to use AEBG funding for capital investment.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Program Area 1: Need to provide Adult Basic Skills, reach students that are below level and that need life skills training	Increase course offerings for all areas, update software which meets current demand, develop standards based curriculum and increase staff development and collaboration time. Explore the possibility of using CASAS as a way of assessing adult students reading preparedness levels.	Test upon enrolling and use base figure throughout the course.
Program Area 2: ESL courses are not taught in all needed languages	Align curriculum with CCC courses, incorporate basic technology skills into the classroom, and offer more offsite services to eliminate commuting	CASAS testing and data will be used along with local assessment
Program Area 4: No CTE training available for rural area with a majority of farm workers	Begin to work with local employers and identify training needs. Provide training in those areas with industry standard certifications	Increased program offerings, student enrollment numbers, and completion and placement rates
Program Area 6: There is a need in our community to retrain our senior workers who are physically unable to continue in their current areas of work and we need to prepare them to become employable in a highly competitive work world.	Explore ways to partnership with WorkForce and EDD on how to provide services to this population.	Attendance record keeping, follow ups on job referrals, course completers.
Program Area 7: There is a need to train our parents and community members on how to assist their children with their school work and to become knowledgeable of the resources available to them and their children.	Work with PIQUE and our Parent Community Centers to provide these services at our school site and/or satellite sites	Parent surveys, attendance sign-in sheets.
Program Area 1: Students arrive lacking mastery of fundamentals in math and ELA	Offer tutorial course specific to improving fundamental skills in math and ELA	Test upon enrolling and use a base figure throughout the course.
Program Area 2: ESL courses are not taught in all needed languages	Hire ESL teachers and instructional assistants to teach in Punjabi or language that is needed	CASAS testing and data will be used along with local assessment
Program Area 3: Courses are not offered	Offer self-funded Transition To College (TTC) class	Local assessments specific to each course
Program Area 4: New short term CTE courses as prescribed by the private sector	Survey private sector to find skills that adults need to gain employment in their facilities/office	OPAC pretest and local assessment during course. Survey from private sector regarding employees who came from program
Program Area 5: Many programs have moved to training centers in northern CA due to housing crisis in 2008.	Private sector recommended courses to improve skills required in job market	Local assessments specific to each course. Number of students who gained employment
Program Area 1: High School Diploma courses; Updating all curriculum	Direct instruction (p/p) HSD ; Native American population outreach; Hire Staff	Increased levels of student completion
Program Area 4: Exploring options to utilize HS facilities to offer CTE courses.	Increased course offerings	Increased course offerings
Program Area 1: Need to update curriculum and technology in HSD, GDE and ABE. Provide more opportunities for learning to ensure college and career readiness. Need for professional development and collaboration release time.	Increase course offerings for all areas, update software which meets current demand, develop standards based curriculum and increase staff development and collaboration time	Requisitions to hire, staff professional growth logs, students pass, completion and benchmark rates
Program Area 2: Common aligned curriculum, technology, transportation, rural locations	1. Align curriculum with CCC courses, incorporate basic technology skills into the classroom, and offer more offsite services to eliminate commuting	CASAS Level gains, benchmarks acquired and students transitioning into other programs
Program Area: Lack of funding to provide necessary services for 22+ Adult SPED students. Need for professional development opportunities.	1. Provide increased support through aides, counseling services and partnerships with Community Based Organizations.	Staff professional development logs. Student enrollment and completion rates
Program Area 4: Ability to offer more high demand programs, facilities that simulate workplace, marketing of programs, and articulation with CCC programs	1. Collaborate with CCC faculty to establish working articulation agreements, increase marketing efforts, investigate options for increasing programs and capacity	Increased program offerings, student enrollment numbers, and completion and placement rates
Program Area 1: Insufficient basic education availability in rural areas Students are lacking fundamental skills. Need to provide Adult Basic Skills, reach students that are below level and that need life skills training	1. Increase course offerings for all areas, update technology and software which meets current demand, develop standards based curriculum and increase staff development and collaboration time.	Increased enrollment and program completion.
Program Area 2: Currently no classes are being offered	1. Hire full time ESL teacher; Purchase new Curriculum	Enrollment Numbers
Program Area 3: Specific courses are not offered although students with disabilities are served if they enroll	PD for staff to assist them in meeting the needs of students with disabilities	Increased enrollment
Program Area 4: No Short Term CTE courses are currently offered through Dinuba Adult School	Begin to work with local employers to identify needs. Provide training in those areas with industry standard certifications	Enrollment Numbers and graduates being employeed

Activity	Outcomes Expected	Method of Assessing Impact
Program Area 1: There is a need to provide additional Adult Basic Education and HiSET prep classes in the facility.	1. Additional course offerings, updated curriculum, and increased faculty time.	Increased enrollment; Increase the number of students who earn a HSE certificate
Program Area 2: Expand courses to ESL population in the facility	1. Additional course offerings to identified areas in the facility as needed	Local Assessments
Program Area 4: Short term CTE or career skills classes as dictated by the facility	1. Collaborate with Fresno County Jail (FCJ) Inmate Programs, Fresno County VROP, State Center CTE (OR and other local agencies for flexibility) to identify CTE or career classes that can be implemented in the facility	Increased program offerings, student enrollment numbers, and completion of courses
Program Area 1: Need to update curriculum for high school, GED, and ABE classes. Provide more opportunities for contextualized learning to ensure college and career readiness. Need to provide strategically placed classes throughout the city of Fresno to ensure optimal participation by community	1. Seek out strategic partnerships such as the WIB, HOA, and EOC to try and leverage resources to meet these needs. Furthermore, seek out new, unrestricted funding sources to help provide much needed resources which as curriculum and like resources. Hire	CASAS, CAHSEE, GED, TASC, HiSET, TABE
Program Area 2: With over 240,000 undocumented citizens in the Central Valley, and roughly 50,000 in the greater Fresno area, there is a great need for citizenship classes. Furthermore, there is a great need for ESL classes for documented citizens who are LEPS and non-EO.	1. To ensure that capacity is not an issue, seek out more curriculum, staff, and facilities. Continue to build robust partnerships with local CBOs, government agencies, postsecondary institutions, etc.	CASAS Level gains, benchmarks acquired and students transitioning to other programs

Objective 5: Acceleration

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

SCAEC funded a Transition Counselor and will hire a second Transition Counselor to make progress toward student transition to community college or the workforce. One services Members on-site, in the South Valley, and the other will service Members in the North Valley. Members are also scheduling more counseling time for adult learners to analyze and review their academic status and progress. Members will add additional offerings of short-term certification courses leading to employment and continue efforts to modify programs based on input from community outreach and partnerships with local businesses. Increased internships and externship opportunities for learners will be offered.

Online learning platforms, that give students more opportunities to learn, will be utilized by all Members and will also help to align courses across the region. Funding will be used for instructor release time to build distance learning curricula. SCAEC will explore the development of a curriculum for a compressed basic skills course. Members will receive contextualized learning trainings for teachers, in addition to implementation guidance for the College and Career Readiness Standards.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Strategy 5-1: Increase formal connections between adult schools and community colleges	<ol style="list-style-type: none"> 1. Increase college course offerings to adult school students Add course offerings at Adult schools Add "bootcamp" offerings at Colleges for Adult School students 2. Explore dual enrollment opportunities 3. Provide funding to attend Counselor Conferences to inform counselors of programs 4. Provide forum for instructors/faculty to collaborate and coordinate. 	<ol style="list-style-type: none"> 1. Number of completions 2. Number of Dropouts 3. CalPASS+ Launch board
Strategy 5-2: Increase formal connections between adult schools and community colleges	<ol style="list-style-type: none"> 1. Explore education plan options for all students 2. Multiple enrollment opportunities (Reg-to-Go) 3. College Tour Coordination 4. Streamline matriculation process via both Adult Schools and Colleges 	<ol style="list-style-type: none"> 1. Exit plan; Quarterly meetings 2. CC end of course assessment; Number of articulated courses 3. Technology
Strategy 5-3: Expand Offerings and Provide Accurate Placement	<ol style="list-style-type: none"> 1. CC Short courses; (eg: Office Assistant, LVN-RN, Food Service/Culinary, Med Terminology, Early Childhood or Careers in Education) 2. Community College Placement Testing (ELA/Math, Multiple Measures) 3. Utilize College Outreach Services 	<ol style="list-style-type: none"> 1. Number of students leaving AS and continuing to CC 2. Number improving placement test score 3. Number matriculating 4. Success and retention rates
Strategy 5-4: Professional Development	<ol style="list-style-type: none"> 1. Travel and Conference 2. Identify liaison CC counselors to adult education programs and provide Professional Development to CC counselors and Adult Education counselors on acceleration strategies. 	Attendance

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.

Professional development is ongoing by all SCAEC Members and Staff. Members provide training to their individual staff and have begun including other members throughout the consortium. The consortium has coordinated professional development efforts to include and support partner organizations. SCAEC plans to host summits to deliver professional development. SCAEC also partners with, and attends Professional Development opportunities with neighboring Consortia in the San Joaquin Valley.

SCAEC Members also attend conferences locally, statewide, and out-of-state as part of the SCAEC professional development plan, including trainings provided by vendors. The Consortium and individual Members also host PLC's and data chats and plan to host trainings on Contextualized Learning, I-Best, Technology Integration, Blended Learning, WIOA and Adults with Disabilities. SCAEC plans to hold joint trainings with Workforce Agency Partners. ESL teachers will participate in joint meetings with Community College ESL teachers.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Strategy 6-1: Community College & Adult School Program Articulation	1. Quarterly Sub-Committee Meetings with representatives from community college and adult school to discuss and outline similarities and differences in curriculum, curriculum development, course offerings, educational jargon, support services in all service areas and education systems. (To gain better understanding of both systems & share information with staff from both educational systems and collaborative partners.)	Completed meetings and member attendance
Strategy 6-2: Technology - General Use & Instructional Use	1. Establish a series of technology workshops throughout the year	Completed meetings and member attendance
Strategy 6-3: ESL Program Articulation	1. Establish regular quarterly ESL professional community meetings that include adult school & community college ESL department instructors and consortium partners to clarify and maintain current discourse on course offerings and program services	Completed meetings and member attendance
Strategy 6-4: Student Services	1. Regular quarterly meetings with community college and adult school counseling staff to develop seamless transition of adult school students to community college and at entry 2. Provide ongoing professional development opportunities for CC and AE counseling staff	Completed meetings and member attendance

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.

SCAEC relies on LMI data from the Workforce Development Board when Members are building new programs and works with the Adult Education Task Force, apprenticeship providers, and libraries. Members also rely on business advisory boards, connections with industry partners, local Kiwanis and Rotary organizations to introduce students to jobs and continuing educational opportunities. Additionally, Members continue to foster working relations with Reading and Beyond, CalWORKS, Department of Rehabilitation, Federal Student Aid-Pell Grant, Veterans Administration, Clovis Chamber of Commerce, Fresno and Clovis Career Technical Education Boards, CalJOBS, Perkins Grant, California Community College Doing What Matters, OTA-Outreach and Technical Assistance Network, California Board of Health, CCAE-California Council Adult Education, and Fresno Housing Authority.

SCAEC also partners with a local CBO non-profit to provide classes for a member who has not been able to build out instructional capacity on pace with needed service provision to fill gaps. Madera USD partners with the Workforce Development Board and the Employment Development Department to develop a true "One Stop Shop" as they will co-habit the same building. This arrangement will allow for all three agencies to take advantage of the services that each is able to provide their clients.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Strategy 7-1: Workforce Training Team Building, Mentoring, Training			1. Send Advisory Survey to Regional Consortium Partners 2. Send a survey to all Consortium Members to develop a comprehensive list of all services being offered in the CC District Boundary that will provide information for future planning and initiatives 3. Update information from BW	Partner institution to complete survey
Strategy 7-2: Develop a list of services and ongoing information sharing mechanism for Consortium Members and Partners about existing regional services and structures; Identify possible replication opportunities for service provision			1. Compile Identified Advisories to Create a SCAEC Directory	Completed meetings and member attendance
Strategy 7-3: Summits and Conferences			1. Hold SCAEC Advisory Summit to encompass all identified groups. Invite them to participate and gather industry data to improve program and create linkages/partnerships with SCAEC. Goals and objectives of the group will be to identify opportunities. 2. Establish a conference committee	Completed meetings and member attendance

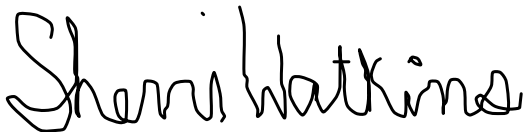
Section 5: Annual Plan Submission

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.](#)