64 State Center | Consortium 2017-18 Annual Plan

> **INSTRUCTIONS:** *The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).
>
> *Click on the **Section 1: Plans & Goals** header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The State Center Adult Education Consortium will continue to depend on fundamental concepts and principles set forth by our members that help guide us into the continual strengthening of adult education in our region. These principles form our vision of providing our adult learners the skills needed for employment, continuing education, career advancement and personal growth. With this vision in mind, we will persist in enhancing adult education programs, expand course offerings to better meet the needs of the community, and nurture collaborative partnerships between educational institutions, workforce development organizations, employers, industry representatives, and community members, all while being focused on our students' success.

This year's planned allocations are consistent with our three-year plan, as we continue to grow from our successes, and close gaps in service by implementing intervention strategies discovered from best practices gathered from our region, and throughout the state while consulting data from our Regional Fact Sheet.

The 2016-2017 year has shown numerous success stories including the opening of Madera Workforce Assistance center, a true "one-stop" service center housing eleven different partner agencies, the initiation of our Course Alignment Project (CAP), increased transition services, increased course offerings including evening classes, expanded services to rural areas, updated curriculum, expanded distance learning/online course offerings, increased professional development opportunities, increased partnerships, districts committing funds to provide adult education facilities, participating in a data sharing pilot (Community Pro Suites), and increased marketing opportunities. Being such a large consortium with 20 members providing services in such a large geographical area, we began to work together in 4 sub-region groups in order to better meet the needs of the adult learners in those specific sub-regions.

Our primary goals for this year will be to increase adult basic education availability, especially in rural areas, expand courses for immigrants, concentrating on ESL and Citizenship classes, improve special education services, offer new, high demand, short term CTE courses, as recommended by industry and current labor market information, start or strengthen a regional Pre-Apprenticeship Program, continue our Course Alignment Project (CAP) and to update technology.

In conclusion, we are confident that through our strong leadership, our guiding vision, and our sharp focus on continually improving adult education and student success, State Center Adult Education Consortium will be able to meet and/or exceed all of our goals as set forth by our 2017-2018 annual 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.
1. Insufficient ASE/adult basic education availability, especially in rural areas, as students are lacking fundamental skills	1. Student demand, including direct information from stakeholders, such as the Workforce Assistance Center and Department of Social Services, Regional Fact Sheet information	1. Use of student enrollment data, community and student surveys, increased class offerings, increased HSD/HSE pass rates. Student progress measured by CASAS. Increased funding/payment points for consortium WIOA participants
2. Need to expand courses for immigrants, including VESL, ESL and Citizenship classes	2. Data and statistics gathered on the number of undocumented and documented immigrants show there is a great need for these courses. Madera County Workforce Investment Corporation, Fresno Workforce Assistance Center and SCAEC awarded $500,000 for an 18 month ELL Navigator Pilot Program due to the need to serve this population Regional Fact Sheet information	2. Use of student enrollment data, student surveys, increased class offerings and size, use of past historical data. Student progress measured by CASAS. ELL Navigator Pilot results will help to determine outcomes as well as our new Transitions Specialists working sub-regionally and using Community Pro Suites as a referral tracking system. Increased funding/payment points for consortium WIOA participants
3. Unable to expand services in adults with disabilities program area due to lack in funding, staffing and technology	3. Self-analysis of services provided shows that professional development is needed to train staff on students with special needs. Lack of assistive technology hinders students from accessing programs, etc. Regional Fact Sheet information.	3. Student surveys and tracking through Community Pro Suites. Dual enrollment in adult education programs AND adults with disabilities programs, when relevant. Collection of accurate student data. Two of our new Transitions Specialists have backgrounds in working with this population. Their expertise and connection to partners will help to better serve this group.
4. Need to offer new, high demand, short term CTE courses as recommended by industry VESL and VABE Classes	4. Many areas had their CTE program funding cut, slashing student enrollment up to 80% from 2009. Labor Market Information and employer demand prove that more CTE courses are needed. Regional Fact Sheet information.	4. Use of the student enrollment data, education, and industry roundtables, local workforce development board partnerships. Additional funding to Valley ROP to provide additional CTE courses to members - need completer information.

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.
5. Lack of Pre-Apprenticeship Programs 6. Need to begin course alignment across all subject areas to address the gap between adult school and community college classes. 7. Need to update technology	5. Labor market data and the high unemployment rate in our region shows the need for this program. 6. Self-identified gaps between adult school and community college classes. Input from teachers, faculty and other adult school and community college staff 7. Input from members, students, and workforce partners	5. Use of the student enrollment data, student surveys, partnering with local workforce development board, and education and industry roundtables Partnership with SCCCD providing construction trade pre-apprenticeship at adult schools Members working with Plasterers and ACTA to support local participants with sheet metal, air conditioning and plastering in conjunction with the Fresno WIB. 6. Course Alignment Project has begun. Effectiveness will be measured by implementation and revisions as needed. 7. Aztec online instructional software to be purchased for members and partners, increased student educational gains Increased online and distance learning opportunities Increased professional development opportunities through TAP including OTAN

GAPS IN SERVICE

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.

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.

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#1 - ABE/ASE availability -
· Offer additional course sections in ABE/ASE/HSD/HSE.
· Develop a marketing plan to promote ABE throughout the region, including Distance Learning/online courses,
etc.
· Provide Aztec Software to Workforce Connection and consortium members - increased distance learning
opportunities
· Work with colleges to pull report from the MIS system to determine college students that do not have a
High School Completion. Transitions Specialists will reach out to the students and work with adult schools
to determine the best path for High School completion.
· Continue with and expand local partnerships in order to provide more student access to programs
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#2 - Need to expand courses for immigrants, including VESL, ESL and Citizenship
· Hire more ESL faculty/teachers
· DREAM Resource Center - staffed full-time with partners and events helping with public awareness
· Partner with community organizations in order to offer additional ESL/Citizenship courses and services
· Offer more evening and possible weekend courses
· Provide child care and/or transportation
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#3 - Unable to expand services in adults with disabilities program area
· Work with colleges to provide Transition to College courses, specifically for this population
· Maintain communication with district student services to ensure continued case management services are
provided to students with disabilities
· Continue partnering with SCCCD, CVRC, and DOR, to provide transitional services for students
· Provide more special education teachers as needed for students with disabilities
· Incorporate instructional technology, electronic tools, text books in alternate formats (Braille, large
print, audio)
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#4 - Need to offer more short-term CTE courses -
· Use of Labor Market Information including review of LMI from the Centers of Excellence (COE) to determine
regional needs
· Continue to work with local Workforce Development Boards to identify needs. Provide training in those
areas to include industry standard certifications
· Additional marketing to boost enrollment
· Provide more day and evening short-term CTE courses
· Partner with VROP and other district/partner CTE programs
· Create pathways with multiple entry points
· Transitions Specialists to increase connections with American Job Centers/Workforce centers in order to
explore support options
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#5 - Lack of Pre-Apprenticeship Programs
· Further collaboration with local Workforce Development Boards and SCCCD pre-apprenticeship projects
· Explore local apprenticeship programs and provide necessary pre-training for students in order to gain
needed skills for success in an apprenticeship program
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#6 - Course alignment -
· Continue course alignment project which consists of faculty, counselors, staff, and administrators meeting
to address the challenge of adult students transition between adult schools and from adult schools to
community college.
· Continued sub-region work
· Intro to College courses held at various adult schools to bridge the gap
#7 - Updated technology -
· Research current instructional technology options
· Possibility of online curriculum housed in a central location/website for all adult school students in the
consortium, single login, etc.
· Use of online basic skills curriculum to support student learning and acceleration
· Updated, online HSD/HSE programs
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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?
Strategy 3-1: Enrollment into Community College and Adult School, being sure to include AWD information sharing	4 - Mostly implemented	Lack of marketing ideas/resources Not having staff to bridge the gap.	Continue to strengthen the transitions process SCAEC office will hire three Transitions Specialists to begin 17/18 FY to support student transitions, increase community connections, and build new partnerships Utilize Community Pro Suite to refer students, track students, and to share pertinent student information. Intro to College courses held at various adult schools to bridge the gap	Share best practices from other areas of the state or from other consortia Aid in sharing data between all members Provide workshops on how to advertise and market programs
Strategy 3-2: Assessment testing from Adult School to Community College	2 - Mostly not implemented	Difficulty in instituting an adult school student specific assessment test	Form a sub-committee to research best practices used for assessment testing between schools and colleges Explore possibility of community college multiple measures to include CASAS State mandated use of CASAS testing	Share best practices from other areas of the state or from other consortia
Strategy 3-3: Assessment testing and placement between Adult Schools	4 - Mostly implemented	Not all adult schools were using CASAS	Continue use of CASAS in all adult schools in applicable programs Use of Community Pro Suites which will share testing information between agencies	Share best practices from other areas of the state or from other consortia
Strategy 3-4: Articulation and/or curriculum in line with apprenticeship opportunities	2 - Mostly not implemented	Setting up partnerships with apprenticeship centers to begin work on curriculum building and articulation	None. Guidelines were changed from Apprenticeship program to Pre-apprenticeship programs	Share best practices from other areas of the state or from other consortia
Strategy 3-5: Remediation course offering at the Adult Schools	3 - Somewhat implemented	Lack of available staff and facilities School districts reluctance to hire full-time staff	Offer courses specific to improving fundamental skills in math and ELA Develop a marketing plan to promote ABE/ASE throughout the region, including Distance Learning/online courses, etc. Continue course alignment project to bridge the gap between adult school and community college courses	Provide workshops on how to advertise and market programs
Strategy 3-6: Access to student services during transitional phases (case management/follow up/tracking)	4 - Mostly implemented	Lack of marketing ideas/resources	Continue to fund Transitions Specialists positions Transitions Specialist work schedules that meet the needs of students at all adult schools Creation of Student Education Plan for use at adult school. Student Education Plan stored in Community Pro Suites SCAEC Regional Transitions Counselor	Sharing best practices Create a more unified structure between the CCCCO and CDE.

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.

> Continue to work in sub-regions and increase sub-region connections in order to address the specific needs and challenges of the students in that sub-region. Newly hired Transitions Specialists will be integral in this work.

> Transitions Specialists will work closely with college personnel in assuring students that apply for college are completing the matriculation process, i.e. orientation, assessment testing, class selection, etc. This will be tracked through Community Pro Suites.

> Establish stronger connections between education providers and American Job Centers/Workforce Centers.

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?
Strategy 5-1: Increase formal connections between adult schools and community colleges	3 - Somewhat implemented	The ability for colleges to track adult school students once they are enrolled into college	Increase student tracking ability once in college and transitioning into career via Community Pro Suites. (WDBs are participating in Community Pro Suites.) Transitions Specialists and Regional Transitions Counselor increased involvement	Include adult schools in pull down options on CC applications as option for "previous school attended" Share best practices from other areas of the state or from other consortia
Strategy 5-2: Increase formal connections between adult schools and community colleges	3 - Somewhat implemented	* Duplicate question	* Duplicate question	* Duplicate question
Strategy 5-3: Expand Offerings and Provide Accurate Placement	3 - Somewhat implemented	Lack of faculty/instructors	Sharing facilities and leveraged funds from the district, including alternative educational and adults with disabilities Forming partnerships with community organizations, and other educational institutions/departments Use of other funding streams, such as WIOA, Perkins, etc. if possible Explore and implement online/digital curriculum, such as SHMOOP, Edgenuity, and Cyber High	Increase funding
Strategy 5-4: Professional Development	4 - Mostly implemented	Scheduling, as many staff are part-time employees, often with other jobs, thus determining the best time/date for PD opportunities was difficult Funding for PD was also a challenge to compensate teachers for time outside of their normal duty hours	Create a regional calendar of professional development opportunities Examine and develop work schedules that provide more consistent attendance and availability for professional development, as well as professional learning community time, embedding those into the master and staffing work schedule.	The state should hold more regional PD opportunities that are more student-focused or instruction based.

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).

> Hold "Education and Industry Roundtable" events once per quarter in each sub-region to help increase formal collaboration between adult schools and colleges, as well as education and industry/employers. These meetings will be held to help increase communication between stakeholders to better understand workforce and education needs in the community.

> Work with colleges to pull report from the MIS system to determine college students that do not have a High School Completion. Transitions Specialists will reach out to the students and work with adult schools to determine the best path for High School Completion.

> Design backwards articulation from college to adult school so that college students can obtain high school diploma. Adult Schools would accept college course into their high school diploma program so that students can apply those credits toward their high school diploma.

> Create and offer VESL and/or VABE classes to fulfill ELL Navigator grant requirements.

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?
Strategy 6-1: Community College & Adult School Program Articulation	3 - Somewhat implemented	Participation from all stakeholders	Hold workgroup meetings held in each sub-region	Provide opportunities for joint conferences with college and adult schools.
Strategy 6-2: Technology - General Use & Instructional Use	3 - Somewhat implemented	Scheduling of professional development	Provide teachers with onsite professional development and training to support new online courses and curriculum Use of new State TAP, OTAN, CALPro, and AIR	Provide more webinars and local trainings
Strategy 6-3: ESL Program Articulation	3 - Somewhat implemented	Participation from all stakeholders	Hold workgroup meetings held in each sub-region	
Strategy 6-4: Student Services	3 - Somewhat implemented	Lack of faculty and staff Scheduling of professional development	Provide teachers with professional development and training to raise awareness of student services provided Transitions Specialists to meet at school sites on a rotating schedule to share regional information	

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.

> Coordinate with adult schools in our region to plan combined teacher collaboration, networking, and professional development for teachers across schools

> Create a regional calendar of professional development opportunities and examine and develop work schedules that provide more consistent attendance and availability for professional development

> Joint Community Resource Sharing Summit with SCAEC and the Central Mother Lode Regional Consortium (Doing What Matters). This will include AEBG Super Region Consortium members and Central the Mother Lode Regional Consortium

> Teachers, faculty and staff will participate in relevant State and local conferences

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?
Strategy 7-1: Workforce Training Team Building, Mentoring, Training	2 - Mostly not implemented	Scheduling and team member availability	Hold team meetings held in each sub-region to increase participation Provide team-building activities, retreats, and training Participation in the Madera County Workforce Investment Corporation Partners Committee Member of the Fresno Workforce Development Board's Adult Council Both Workforce agencies are part of our Community Pro Suite Network	Joint conference opportunities
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	2 - Mostly not implemented	Time	Continued planning and meetings with the WDB's and other community partners Coordinate services with Workforce Connection to provide facilities, computers and office staff necessary for all orientations. (Transitions Specialists)	
Strategy 7-3: Summits and Conferences	3 - Somewhat implemented	More awareness of what summits and conferences are scheduled	Joint Community Resource Sharing Summit with SCAEC and the Central Mother Lode Regional Consortium (Doing What Matters). This will include AEBG Super Region Consortium members and Central the Mother Lode Regional Consortium	State-sponsored trainings on how to best leverage resources

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.

> Create a regional calendar of all relevant conferences and summits, i.e., Meeting of the Minds, WorkCon, CCAE, CAEEA

> Joint Community Resource Sharing Summit with SCAEC and the Central Mother Lode Regional Consortium (Doing What Matters). This will include AEBG Super Region Consortium members and Central the Mother Lode Regional Consortium

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	$14,134,249	$13,585,228	$549,021
2016-17	$14,282,751	$10,997,409	$3,285,342

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
Total	**$28,417,000**	**$24,582,637**	**$3,834,363**

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

Time needed for district administration to understand the role of AEBG and its structures

District policies and guidelines that prevent/slow spending

Having enough time and space to accommodate spending

Fiscal calendars in large school districts were not flexible enough to spend funds to meet AEBG deadlines

Board agenda timelines in getting approval of large investments (over $15,000) have hampered our ability to encumber funds

Finding and hiring staff, including qualified faculty, especially in CTE

District hesitation/refusal to hire full-time instructional staff - The word "Grant" still used in the title of AEBG.

District administrators in small districts have too many responsibilities to focus on adult education

AEBG spending deadlines, 2 ½ years to spend funds (This is a new concept-schools are used to having a reserve and spending conservatively)

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

Expanding facilities to accommodate the increase in enrollment.

Joint Community Resource Sharing Summit with SCAEC and the Central Mother Lode Regional Consortium (Doing What Matters). This will include AEBG Super Region Consortium members and Central the Mother Lode Regional Consortium

Funds will be used to contract with Valley ROP to offer more CTE courses in our region.

Ongoing support of Community Pro

Data and Accountability Specialist

Transitions Specialists salaries and benefits

Section 3: Certification and Submission   −

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

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

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as

set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

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

☑ 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