

67 West Hills | 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)

Consortium members have implemented multiple program offerings to meet the region needs while addressing the identified gaps; academic courses offered include basic skills, ESL, diploma/HSE, Workplace English, Literacy and Citizenship courses. The 2017-18 year will continue to offer and expand basic skills while implementing additional changes to the instructional days/times to best match with the seasonal employment of the rural community members. Diploma /high school equivalency, an identified gap will also be expanding the number of sites where the course(s) are offered. One member will be expanding the high school equivalency course to three sites. The diploma programs are vital and offered by six of our nine members as the need is great with over 50% of the residents in the region lacking a high school diploma or equivalent. Seven of our nine members currently offer ESL/ELD courses; all will continue to offer with four planning to expand the numbers served. Citizenship courses continue to expand as demand continues to grow. Computer based instruction will be further integrated into most ESL courses/programs. The WHCCD consortium has elected to utilize the CASAS assessments as one of the approved NRS assessments. Two sites initiated e-testing and another used paper testing for their ESL classes in the spring of 2017. For 2017-18 those members offering ESL, Basic Skills, and ASE will all provide both pre and post-tests for all their students using the CASAS assessments. Additionally, all members will track their enrollments and enter student demographic information into the CASAS TOPSpro database as mandated by the State AEBG office.

By the end of the initial year, the focus expanded to include CTE trainings, this includes forklift certifications, truck driving, residential electrical, and a CNA course. A total of 219 received CTE skills trainings during 2016-17; plans include expanding those numbers served during 2017-18. The number of CTE courses will also be expanding for most members due to very successful employment outcomes from initial offerings. Demand by community members has been increasing as well as request from employers for skilled workers. Forklift certifications will continue as community and employers continue contacting members requesting more and have confirmed successful employment results. Truck driving courses were started at the end of the previous year and is now a highly requested program by community members. Although expensive, it has the potential for large wage gains especially since most all students come from seasonal agriculture positions, thus significantly improving earning potential. Two members will offer welding programs during 2017-18 as employment

potential is very high and the skills transfer to multiple sectors within our region. Several employer are targeting direct employment upon completion of programs demonstrating required skill-sets. Additional CTE courses planned for the 2017-18 include mobile HVAC certification, additional residential electrical courses and certified nursing assistant.

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.
ESL Courses	Research Data, Fresno County, Kings County English Speaking Ability of Residents	Numbers enrolled and assessing gains using CASAS Assessments. Direct student follow-ups.
Basic Skills	Research data, Feedback from the community through surveys as well as data from the County Census tracks	Numbers enrolled and assessment gains using CASAS Assessments
Diploma/HSE	Research data, Feedback from the community through surveys as well as data from the County Census tracks	Number of HS Diploma/HSE Certificates, transition to post-secondary, trainings, or employment
Short Term CTE	Research data, Employers, WIB, County agencies	Tests, hands-on assessment, certifications, certificates, employment and/or wage gains

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.

Basic Skills Courses - These courses will be offered/expanded by most consortium members to improve academics and confidence and will be assessed through number of participants enrolled and completers. Will expand to neighboring sites not receiving services.

ESL Courses - These courses will be offered/expanded by most consortium members to improve language skills and will be measured by continuation of courses within the sequence and obtaining jobs. Need is very significant in this region will all members participating.

CTE Skills Courses - The consortium will continue to offer courses in a coordinated effort to tie into pathways with current students. This will increase participant job skills/certifications and will be measured by number of participants, certificates/certifications, and employment and/or wage gains.

Co-enrollment with county partner agencies - The consortium will continue to maintain relationship with partner agencies for case management, student support services and improved completer percentages. To be measured by percentage of completers and number of students employed.

Disabled Transition Program - West Hills College coordinated effort which will result in improved student participation in programs, level increases, and college enrollment.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Basic Skills	5 - Fully implemented	None	Implement CASAS pre/post testing, additional communication with students	N/A
CTE - Forklift	5 - Fully implemented	None	The WHCCD consortium plans to continue to expand on this strategy in the coming year as the forklift CTE is in demand by both participants and employers in the region	N/A
CTE - Mobile HVAC	1 - Not at all implemented	The challenge was hiring a licensed instructor to teach the course.	The consortium will continue to seek out local licensed HVAC instructors that can work evening and some weekends in collaboration with automotive and heavy truck vendors.	Create an adult ed instructor pool site for interested CTE instructors
CTE - Residential Electrical	4 - Mostly implemented	Require additional instructor	The consortium plans to offer this course again in the fall of 2017 as it received overwhelming interest and high percentage of completers. Collaborative efforts with Electrical Union and municipalities will assist with hiring additional instructors.	N/A
CTE - Truck Driver	5 - Fully implemented	None	Trucking Driving CTE is a high demand occupation and the consortium will continue to offer. Will expand program offerings into additional rural communities.	N/A
CTE - Welding	1 - Not at all implemented	The challenge was finding a welding instructor willing to teach the course at adult ed rates	The consortium will continue to seek out a welding instructor using local employers that require additional employee base. This collaboration will improve skill alignment, knowledge of latest trends, and employment outcomes.	N/A
ESL	5 - Fully implemented	None	Implement CASAS Pre/Post testing	N/A
High School Diploma/Equivalent	5 - Fully implemented	None	Increase HSE preparation and implement CASAS pre/post testing	N/A

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.

For 2017-18 the consortium plans to assist all AEBG students by offering various support systems whether attending Adult Ed, trainings, or college not-for-credit courses. These systems will further focus on support from trained academic counselors and CTE focused counselors who can help students with career options, developing educational plans, informing students of requirements, pathways and setting long term career goals, financial aid, learning how to search for information and other services. These combined efforts will assist students whether they choose to continue academics or start their employment career.

The WHCCD consortium will be joining/leveraging efforts with an existing program HSE program to offer HSE preparation at three additional sites, Coalinga, Mendota and Firebaugh to increase enrollments and completers transitioning into postsecondary education or the workforce. All students pre-testing at an eighth grade reading and math levels will be considered for enrollment in order to improve the rate of completion. Those students scoring below an eighth grade reading level will be referred to a basic skills course to improve their reading and math skills to an eighth grade level and later enroll in the HSE preparation class.

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?
6-hour instructional blocks	4 - Mostly implemented	Difficult to apply to academic courses	8-hour instructional blocks were used for some CTE courses such as Truck Driving, some residential electrical, and forklift. These will be expanded.	N/A
Additional days/times compressed format	5 - Fully implemented	None	Implemented with ESL, ABE, and HSE. Also with CTE multi-hour instructional blocks	N/A
Cohort model	3 - Somewhat implemented	Difficult to apply with seasonal agriculture jobs	Some of our Diploma and summer course for disabled students utilize this model. Will expand into CTE pathways.	N/A
Independent Study Format	4 - Mostly implemented	Language proficiency of students	Will initiate some online portions	N/A
Team teaching - Differentiated Instruction	3 - Somewhat implemented	Differentiated instruction utilized in ESL, ABE, HSE, and CTE courses.	will initiate tutoring and pre/post testing	N/A

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).

The consortium will utilize computer based instruction whenever possible to compress courses. Will offer larger block instructional hours during times when adults are off seasonal work to increase completion rates in ESL, Basic Skills and HS Diploma/HSE and CTE courses. The WHCCD consortium covers an area primarily agricultural where the majority of the residents are seasonal workers. Courses targeted will be offered during the months that seasonal workers are not employed full-time (November through April). The consortium will utilize CASAS pre and post testing to determine student levels, plan small group instruction and post-test at intervals to measure growth.

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?
Bi-weekly meetings	5 - Fully implemented	None	None	N/A
Informal ongoing PD	3 - Somewhat implemented	Provided collaborative trainings, but scheduling conflicts prevented full Implementation	Additional schedule planning	N/A

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.

In 2016-17, consortium members approved the CASAS assessments as their pre and post assessments for their ESL, ABE and ASE. The consortium will expand organized consortium member staff CASAS PD trainings. Consortium members will be participating in additional conferences and local and regional instructor PD opportunities. CTE course instructors will connect with large industry to gain insight to latest equipment and trends.

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?
Member CTE board participation	5 - Fully implemented	None	Members continue to participate in meetings. Will expand to include with WIA, WIT, Proteus, DSS EDC, JTO, CDCR employers to gain knowledge of curriculum alignment with jobs and align technology	N/A
WIB and partner agency referral system	3 - Somewhat implemented	Many agencies are slowly implementing fully	Additional improvement of relationship building with partner agencies.	N/A

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.

Consortium members will enter into WIOA Phase II of AJCC agreement with all public agencies in the region. This will expand beyond the current referring of students to include leveraging of facilities and equipment where possible.

Will expand on sharing of facilities with additional municipalities at no cost to the consortium members. Conversations have been initiated and will likely be completed soon.

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	\$1,035,264	\$0	\$1,035,264
2016-17	\$1,058,280	\$0	\$1,058,280
Total	\$2,093,544	\$0	\$2,093,544

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

Although member expenditures align well with overall goals, some members experienced administrative and staffing turnover, thus did not expend large numbers of AEBG dollars due to these delays. They are now well under way and will be expanding course offerings with no member concerns of utilizing the funds in the allotted timelines.

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

Seven of the nine consortium members fully expended their 2015-16 funds and have planned activities to utilize their 2016-17 funds in the 2017-18 year. Two of our nine members with remaining 2015-16 funds will be expanding the number of course offerings and will expend the small remaining 2015-16 funds by December 2017. All members plan to expand courses/programs and are prepared to expend 2016-17 funds well within guidelines. Most plan to increase CTE course offerings as needed in the communities they serve.

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