

Stanislaus Mother Lode (Yosemite) | 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 AEBG Stanislaus Mother Lode Regional Consortium's vision is to enhance and work collaboratively throughout our service area to assure students have access to high quality academic and CTE programs that lead to employment or post-secondary education.

In the 2017-18 FY, the AEBG Stanislaus Mother Lode Regional Consortium proposes to continue improvements and integration of adult education services in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members.

- Expand programs currently in existence to include English as a Second Language, Career Technical Education, citizenship classes, Adult Secondary and Adult Basic Education.
- Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three-county area. Additionally, we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support.
- Implement high wage/high demand courses and opportunities that will lead to specific industry certifications.

During the 2017-18 FY, the Stanislaus Mother Lode Consortium members are focused on the implementation of a collective 12-month work plan that is aligned with the three year education plan. These efforts support primarily re-building and building efforts in adult education for our three-county region. The Consortium will schedule consistent meeting dates that support approved governance and operating procedures. It is anticipated that this work will assist in developing a clear picture of regional needs and resources.

During the 2016-17 academic year, the following AEBG efforts were accomplished improving and/or enhancing services to adult education learners in the three-county region.

- Supportive Services: Child care, Career and academic counseling, inter-agency referrals including to incarcerated adults.
- Expansion of HSE, ABE, ASE, and ESL throughout the consortium region.
- Expansion of CTE programs, pathways, and industry certifications throughout the region.
- Expansion of Consortium public and private industry partnerships.
- Rebuild infrastructure and updated technology to meet current standards.

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 Course Offerings	Data supports high percentage of adults in the region needing to be proficient English speakers	<ul style="list-style-type: none"> • Course enrollment, • Completion data, • Pre and post test
ABE and ASE Courses and Services	Initial planning assessment efforts and Hanover Research indicating high percentage of adults who do not have a high school diploma; CASAS pre-test data	<ul style="list-style-type: none"> • Course Enrollment • # of Individual Test Assessment • # of Individual Post Assessment • # of Diplomas earned
Counseling and Community Liaison (Transition)	Initial planning assessment and Hanover Research	<ul style="list-style-type: none"> • Case management records
HSE Preparation & Testing Services	Hanover Research and program service validation. Community requests and data shows low passing rates with GED.	<ul style="list-style-type: none"> • Enrollment • # of Individual Test Assessment • # of Individual Tests Passed
Vocational or CTE Short term Programs	Regional employer advisory committees, local WIBs, Hanover Research	<ul style="list-style-type: none"> • Enrollment • Program Completion • Industry recognized certification • Job placement

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.

Expansion of programs and courses offerings in identified communities and satellite centers.

Movement of career programs from fee based to "no cost"

Expand partnerships through-out the region among consortium memberships and local partners (i.e. VOLT Training Center, Greater Valley Conservation Core, Amador Tuolumne County Action Agency, Central Valley Opportunity Center, Learning Quest, etc.)

Academic and career counseling services provided at each site.

Strengthen Regional Outreach Events, Consortium Website and publications to provide pertinent information regarding HSE, ESL, ABE, ASE, and CTE Short-term Programs

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?
Career preparation boot-camp	5 - Fully implemented	N/A	N/A	N/A
College Information Day/Night-specific/catered for the adult learner	3 - Somewhat implemented	Ceres USD sponsored events for the region. There is still a need for more frequent events during each academic year.	Increase number of community events beyond Ceres USD in the consortium.	N/A
ESL Faculty Lead	5 - Fully implemented	N/A	Continuation of planning by the MJC ESL program to work with community partners and consortium members to provide college courses in remote sites.	Increase Funding
ESL Professional Development & Support	5 - Fully implemented	N/A	Continued organization of ESL teacher collaboration efforts to include: best practices sharing, mentoring and local professional development efforts.	Recognition of credit basic skills and ESL programs as part of the AEBG efforts. Many community colleges offer college credit basic skills. Not including these courses into the discussions limits effective policy solutions for communities.
Expansion of Transition Staff from 10 months to 12 months and Student Worker time on the MJC West Campus to support ESL Adult Learning Community	5 - Fully implemented	N/A	N/A	N/A
Faculty Collaboration	4 - Mostly implemented	Accommodation of teacher time (i.e. substitution, aligning availability time, compensation) to attend table talks and planning discussions.	Continued consortium conversations on regional instructor meetings around teaching groups in: ESL, ABE/ASE, CTE and Disability Services.	N/A
Guidance Counseling Services	4 - Mostly implemented	Consistent staffing. Permanency of Staffing.	N/A	Increased Funding.
Hire Career Guidance Counselor	3 - Somewhat implemented	Institution permanent to temporary hiring processes.	N/A	Establishment of permanent funding to support such AEBG initiatives.
Partner with local WIOA Title I provider to co-enroll students.	4 - Mostly implemented	Roll out timing of ACCJC process.	Continue planning discussions to improve integration of systems.	
Postsecondary transition counseling.	4 - Mostly implemented	Funding and time to implement.	Leverage resources with partner agencies to access services.	Increase funding.
Professional Development	3 - Somewhat implemented	Funding and logistics to implement.	Providing opportunities to attend local and regional trainings.	Increase funding.

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.

ESL course articulation and alignment from secondary to community college in order to facilitate transition to college credit course work.

Collaborate with local businesses to design CTE course training based on immediate needs of employers.

Expand opportunities to assure students have access to post-secondary academic and career pathways.

Expand non-credit and credit offerings Consortium wide.

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?
1. Explore opportunities for articulation, dual enrollment and co-location	3 - Somewhat implemented	ESL standard alignment being agreed to. Dual Enrollment policy agreements for full implementation.	CC and MJC CCAP Dual Enrollment process will be reviewing efforts to plan and implement dual enrollment strategies in 2016-17. LLA is offering some college classes in community.	Unsure
ASE to CTE Pathway Development	2 - Mostly not implemented	Sufficient time for CTE faculty and ASE faculty to meet and determine transition pathway strategies.	Articulated pathway opportunities will be examined by the MJC CTE Programs with 2-3 adults schools in 2017-18.	None
Contextualized Instruction	5 - Fully implemented	None	None	None
Counseling Services for Adult HS-CTE for Sonora HS Cosmetology Programs	5 - Fully implemented	None	None	None
Create accelerated CTE courses in the areas of: Welding, Transportation, Microsoft certification, Logistics, CNA.	5 - Fully implemented	None	Consortium is continuing to grow short term CTE Programs in the community.	Increase Funding
Develop and implement Adult Education Services (TCSOS) to serve Sierra Conservation Center, TC Jail, Gold Ridge Educational Center	5 - Fully implemented	None	Continue Partnership	Increase Funding
GED Programs will be taught using a combination of group and individualized instruction	5 - Fully implemented	None	Evaluation of GED modeling and expansion of Spanish GED	Increase Funding

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).

Support services and strategies for ABE, ESL, ASE, HSE to accelerate individual academic success.

Collaborate with local businesses to design CTE course training based on immediate needs of employers.

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?
Attend regional Professional Development opportunities as they are provided	5 - Fully implemented	N/A	Continued collective working within AE Stanislaus Mother Lode Consortium to support professional development efforts for teachers and staff. Continued support to send consortium members to regional and state conferences and regional AEBG organized training.	Continued state wide planned PD efforts at multiple levels to support capacity building of members.
ESL Professional Development	3 - Somewhat implemented	Funding and logistics to implement.	Providing opportunities to attend local and regional trainings.	Increase funding.
Faculty Collaboration	2 - Mostly not implemented	Logistics	None	None.
Professional Development	4 - Mostly implemented	Funding, ability to separate teachers from instruction responsibilities, proximity of professional development to local consortium area.	Plan more local opportunities for faculty and staff, directed by local consortium members.	Communication of effective PD models, resources and best practices.
Regional Professional Development & Table Talks for ESL, ABE, ASE and CTE Instructors	2 - Mostly not implemented	Tables talks were difficult to implement for all areas with the exception of ESL.	None	None
Technology integration training for Adult Education teaching staff	4 - Mostly implemented	Logistics	Opportunities for additional trainings and support.	Provide incentive for teacher buy-in.

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.

Send integrated teams of teachers, staff, and administrators from the consortium to attend professional development 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?
Develop MOUs and agreements with Foothill partners to leverage resources	5 - Fully implemented	Transition of AEBG funding model resulted in MOU structure no longer necessary.	None	Pass through accounting process clarity with CBOs needs to continue.

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.

Partner where appropriate to provide opportunities for Adult Education learners (i.e. work readiness skills, specific industry technical skills)

Leverage employment services from with local ACCJC Centers and Community College Career Service Center (MJC and CC).

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	\$4,064,442	\$3,968,363	\$96,079
2016-17	\$4,146,610	\$1,879,277	\$2,267,333
Total	\$8,211,052	\$5,847,640	\$2,363,412

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

Better CBO awareness and understanding of AEBG fiscal process, which is unique.

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

The AE Stanislaus Mother Lode Consortium has established targeted work plan period for each funding allocation. These are organized as listed below:

- 2015-16 = Work plan in Calendar Year 2016
- 2016-17 = Work plan in Calendar Year 2017
- 2017-18 = Work plan in Academic School Year 2017-18

2015-16 allocated resources not expended during the targeted period will be reviewed and reallocated to consortium agreed upon purposes. 2016-17 and 2017-18 resources will continue to be focused on the priorities of (1) expanding ESL, CTE, Citizenship, ABE and ASE programs, (2) reducing barriers for adult education learners that increase access to services and programs offered by school districts that make up the AE Consortium and (3) grow opportunities for adult learners to receive industry recognized certifications for employment.

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