70 North Central (Yuba) | 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)

NCAEC 2017/18 annual plan activities focus on continuing our collaborative efforts to improve adult learner access to high quality educational opportunities and career pathway supportive services. This year's plan builds upon the accomplishments of the 2016/17, where we will continue to work on regional scalability in program delivery, increase access through the implementation of robust distance education platforms, and to increase the number of career pathways through the development of industry based certification programs.

The 2017/18 goals highlight seven priorities taken from the NCAEC three-year comprehensive regional plan. These priorities expand on the work of the consortium members during year one and two, and seek to improve access to career pathways throughout the region:

· Improving overall access to programs and services though the establishment of referral and transition processes
· Provide ongoing summer Bridge courses for college/career readiness and soft skill training embedded into curriculum
· Establishing opportunities to share region-wide programs, and services
· Create opportunities for Vocational ESL instruction (VESL), and embed language-based contextualized and blended learning opportunities for ESL students
· Enhance and improve the provision of targeted supportive services to adult learners
· Expand CTE and micro-certification options for the ongoing development of career pathways
· Create partnerships with apprenticeship programs and develop opportunities to support adult learners

The 2016/17 goals to expand offerings has been fully embraced by most members; this work will continue as the consortium responds to labor market demands, and as we continue to build curriculum that is informed by industry leaders. Alignment and acceleration continue to be of paramount importance where consortium leadership strive to develop seamless transitions from secondary to post-secondary and career technical education throughout the region. During the 2016/17 year, the consortium has fully staffed all navigator positions, which has improved overall access to adult education, by increasing student and community awareness, as well as improved transitions/referral services. The priorities established for 2016/17 will be carried into 2017/18 as we continue to expand services and work toward long-term

investments and establish a robust, and sustainable foundation for a regional approach of adult education. Those long term and ongoing investments include:

· Continuous review of curriculum to ensure we are using current theory/practices, and that we are meeting industry expectations
· Expansion of course offerings in the seven program areas to targeted under-served populations
· Piloting instructional programs and services for feasibility and scalability
· Providing professional development opportunities regionally
· Collaborating with Workforce Innovations Boards to provide programming and courses that meet industry and workforce needs and assist adult learners in obtaining and maintaining employment
· Supporting existing adult education programs and providers in maintaining and expanding their level of service for students

The consortium has also begun the implementation phase of newly contracted services for a robust data management system that will serve the entire region and be accessible at all member agencies, this was made possible by the 2016/17 infusion of funds for accountability and data from the state program offices. These tools will assist in seamless transitions, improved case management, improve the data sets that can assist leadership in making regional programmatic decisions, and provide greater analytical discovery opportunities to help guide consortium decisions and priorities in the future.

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.
Few options for CTE and Career Pathways	There are limited offerings in non-credit, short term CTE, and micro-credential programs. Evidenced by a review of the NCAEC member programs. Additional sources of information that was evaluated in relation to this gap includes low graduation rates in CTE across member sites, as well as the AEBG program regional data on measuring % of needs met regionally. Currently, NCAEC as reported is meeting a mere 5% of the total need for CTE in the region.	New certificate programs established throughout the region that are aligned with labor market information to support livable wage employment. Increase in enrollment in CTE and certificate programs Increased number and types of programs and services in the region.
Limited funding available to both expand program offerings while simultaneously maintaining capacity	Each year the consortium meets to determine apportionment schedules, during these annual meetings the need for funding consistently exceeds the available funds to support expanding programs.	Improve leveraging of resources across the region by diversification of delivery methods. Implementing a true regional approach by employing technology and distance education, reduce duplication of programing within the sub-geographic regions. Encourage and support member's application to new funding sources to maintain Encourage members to reduce costs overall.
Need for clearly established career pathways	Sub-regional navigators report that clear pathways are limited and additional supportive services and bridge programs are needed.	Establish pathways advisors to enhance self-advocacy for educational opportunity. Assist students navigate adult education system, increased case management opportunities for sub-regional navigators Create more courses targeted for VESL and CTE Create a pathways flow chart
Limited service provision for adults with disabilities	Based on the regional data supplied by the AEBG program office, currently our region is not meeting any of the needs for services or programs supporting disabled adults. While members dispute the accuracy entirely, members do agree that not enough is being done in this service area.	Establish a regional workgroup that will examine the needs of the disabled adult population. The workgroup will produce a report that will make recommendations to the consortium leadership how to more effectively engage and support this population
Improve community awareness and access to adult education services throughout the region	Currently there is limited marketing, and limited easily accessible public information available for the community at-large regarding adult education. Members report that the majority of incoming students are from other agency referrals exclusively. Few students are self-referred or access the services independently.	Create a centralized online system of information for staff resources, program information, student information and tracking. Regular collaboration region wide. Including inventory of job availability and required skills; offer more language based contextualized instruction and coordinate and collaborate with community based organizations to share information.

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.

Develop and provide training, conferences and courses that are targeted for VESL and CTE

Establish a referral /transition process for ABE and CTE programs

Need for continued funding to support current services by leveraging resources, and application to new funding sources to maintain, reduce costs

Supporting existing adult education programs and providers to expand their level of service for students

Align and/or develop transitional curriculum. Establish agreed upon benchmarks so students can easily transition from one program to another if needed

Expand use of technology to serve additional students, distance education options and mobile labs.

GAPS IN SERVICE

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?
Assessment Crosswalks	3 - Somewhat implemented	The effort was stalled by the TE mandated system, and associated CASAS testing.	Continue to review assessments used throughout the region, as the CASAS transition progresses.	
Curriculum Development and Alignment	2 - Mostly not implemented	Delays in hiring staff/faculty within HR departments	Hiring for coordinating faculty was achieved in Spring 2017. Consortium members will be fully engaged in this process throughout the upcoming year to achieve the desired goal.	
Develop a Regional Asset Map and a Career Pathways Road Map that identifies and maps pathways from K-12 and COE's to college to career	3 - Somewhat implemented	Lacking a coordinated effort by consortium members to provide information about programs and services, and lacking a shared repository for such information that can be easily and quickly updated as programs shift and change. Each sub-regional navigator has developed a sub-regional list of opportunities; however this matrix was not fully developed.	Each member will have the opportunity to list programs and service availability, and share that information with all consortium members after the full implementation of Community Pro Suites.	
Hire and Train 3 Regional Navigators to assist potential and enrolled students in navigating regional programs and services, accessing resources and opportunities for adult education and workforce training throughout the region, conduct Regional Asset Mapping.	5 - Fully implemented		Ensure that the regional navigators are meeting monthly to share information and provide service updates and best practices. Create standing agenda item for the Leadership Council to receive a navigator report each month for updates on activities.	
Maintain existing programs and services aligned to needs	5 - Fully implemented		Ongoing. Explore additional funding sources so that existing services can be continued, while also expanding program and service options needed throughout the region. Develop additional partnerships with community based organizations to leverage resources more effectively.	Increase consortia funding, taking into account existing program support, and the need for expansion and innovation. Additionally, taking into account the vast differences in infrastructure upgrades and high cost of education in rural communities.
Workforce Development Core Partner Common Referral	2 - Mostly not implemented	Regional activities varied, and increased progress made during Spring 2016.	Ongoing. Members will continue to develop a common referral system. This will be supported by the Community Pro investment.	

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.

> Develop job sampling, internships, volunteer opportunities and job exploration to gain employment experience

> Development of math and English courses related to CTE; provide more career readiness training, short-term CTE programs

> Incorporate more cohort- and problem-based learning into CTE instruction; create more language-based contextualized instruction and blended learning opportunities in ESL/VESL.

> Improve case management by construct an online database or common website to meet student and staff needs for monitoring students across educational segments to track educational progress, career plans, program services, and other vital information

> Facility modernization to support current and emerging pathways

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?
Create and expand dual enrollment Pathways	4 - Mostly implemented	One member agency self-reported no additional progress in this area. The challenge remains aligned curriculum to support this activity. Progress is underway to support alignment.	Continue coordinated activities between sub-regional navigators and faulty coordinators to support dual enrollment pathways.	
Leverage use of Odysseyware to offer online curriculum and CTE components	2 - Mostly not implemented	Not all members participated in implementing the use of Odysseyware.	None	
Online student assessment and data entry	4 - Mostly implemented	Logistical challenges for the coordination of implementation and institutional processes delayed full implementation.	Progress to implement new student data systems is still underway, and will be completed by December 2017.	
Provide ESL, accelerated ESL courses and noncredit certificates	4 - Mostly implemented	Delayed hiring for ESL experts at some member locations	Progress to fully implement continues, a new hire was recently made (June 2017). New faculty coordinator will be working with faculty across membership to provide additional ESL support.	
Provide short term CTE courses aligned with high skill, wage and high need employment and CDCP certificates	3 - Somewhat implemented	Only a few members have sought to fully implement this strategy. Incomplete implementation is due to the lengthy curriculum processes at some member agencies, and the high cost of CTE course delivery.	Through the establishment and ongoing participation in regional workgroups additional community based partners will be sought out to assist the consortium at-large to develop targeted CTE and short-term certificate programs aligned with regional employment needs.	Streamlined curriculum approval for Community Colleges. CTE is an expensive endeavor, additional funding to support curriculum development.

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).

Provide more opportunities for individualized instruction and career plan development for CTE students

Develop enhanced transition plans with students through the use of new case management tools

Embedding of college/career readiness and soft skills into the AWD curriculum.

Increase the number of articulation agreements, and MOUs with community based organizations for the purpose of maximizing and diversifying regional learning opportunities

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?
Differentiated PD based on expertise and common needs and concerns of faculty, teachers, and staff including: CTE, Data Accountability, serving the Probation/Parole and Inmate population; and adult learners living in poverty	4 – Mostly implemented	Member participation varied across the region. Opportunities for PD are not often held in areas easily accessed by rural populations and tend to be expensive in terms of both registration and transportation exceeding the limited funds available to consortia members.	Continue to promote and support member PD participation. Consortium Director will continue to share information on statewide opportunities for PD. Consortium Director will continue to work with agencies to bring training to the rural communities.	Offer low cost training options. Increase funding for PD recognizing the high financial investment required to participate when in rural communities
PD for Curriculum Development around themes of embedding Soft Skills instruction; integrating Basic Skills and ESL into CTE: offerings; contextualized courses for ESL; accelerated instructional strategies; and Alignment and Pathways	3 – Somewhat implemented	Member participation varied across the region. Opportunities for PD are not often held in areas easily accessed by rural populations and tend to be expensive in terms of both registration and transportation exceeding the limited funds available to consortia members.	Continue to promote and support member PD participation. Consortium Director will continue to share information on statewide opportunities for PD. Consortium Director will continue to work with agencies to bring training to the rural communities	Offer low cost training options. Increase funding for PD recognizing the high financial investment required to participate when in rural communities.
PD for Odessyware online platform development and software applications for AE and CTE programs and services	2 – Mostly not implemented	Member participation varied across the region.	Consortium Director will work with members to schedule training.	
PD for Work Based Learning and College and Career Readiness	2 – Mostly not implemented	Opportunities were not readily available for all members, Few members have participated in training opportunities as they come available and budgets can support participation costs.	None	Offer low cost training options. Increase funding for PD recognizing the high financial investment required to participate when in rural communities
PD on AEBG Data Collection and Accountability	5 – Fully implemented		Continue to work with TE and Literacy Pro Suites to provide consortium regional training opportunities.	
PD on Integration of Library Literacy Programs	1 – Not at all implemented	No coordinated effort was realized to carry out training.	Consortium Director will work with members to schedule training	

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.

> Industry skill based training for CTE, ABE, and ESL instructors for embedding contextualized learning in all program areas

> Training that explores various local vocational needs and a way to embed this into ESL curriculum as a pathway to employment

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?
Use Data and Accountability funds to support regional assessment plan and resolve data collection needs	4 – Mostly implemented	Delays were experienced in getting logistical support to implement the new systems.	Continuing to progress to full implementation of TE and Community Pro Suites software.	
Collaborate with Corrections agencies to address AE underserved population	3 – Somewhat implemented	Access to corrections populations is limited due to internal agency processing for allowing access to the population. Limited staff and time to fully implement this regionally.	Continue to develop relationships with correctional institutions throughout the region so as to explore how the consortium can best serve this population.	
Create short-term CTE courses aligned with industry needs	3 – Somewhat implemented	Regional progress varies from member to member, staff have limited time to develop the community based organization relationships to connect with industry leaders	Continue to make connections with community based organization and workgroups that include industry leaders and connect those leaders to curriculum developers.	
Leverage STREAM Pathways Consortium efforts to develop a platform and a system to collect and track student enrollment, demographics and performance measures for use by NCAEC	3 – Somewhat implemented	Regional progress varies from member to member. Those members who have access to STREAM have coordinated efforts to leverage funds.	Continue to support and encourage all members to diversify funding for programs throughout the region	

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.

> Expand community based organization partnerships

> Diversify funding sources to alleviate strain on maintaining programs while developing innovative programming, course development and piloting new courses

> Reduce duplication of services through the use distance education technology to reduce duplication of services in small geographic areas.

> Increase regional delivery of common courses via distance education

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	$2,958,344	$2,636,860	$321,484
2016-17	$2,997,748	$2,254,225	$743,523
Total	**$5,956,092**	**$4,891,085**	**$1,065,007**

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

> Challenges have included delays with internal member processes for hiring of new staff, and fiscal processing.

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

> Many of the activities and goals transcend and build from year to year, thus providing seamless financial support to continue consortium progress to achieve the stated outcomes.

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