

71 Siskiyou | 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)

Siskiyou County's vision for AEBG funding is to revitalize adult education in all areas of Siskiyou county and in Tulelake. Consortia members have been developing and growing programs for adult learner success. The county is vast and very rural, so it is important to design innovative solutions to services that serve our adult learners and overcome their geographic and access challenges. The consortia's vision includes streamlining services while offering common curriculum and diploma completion. This has been a consistent thread within our three-year and annual plans and continues into the third year of funding with articulation between adult school programming and community college non-credit development.

Active communication with all stakeholders and community partners is of utmost importance to our student base as we roll out adult education programs throughout the county. Adult Education Pathways and its partners will need to provide ample opportunity for learning, skill development, and overall collaborative efforts within local communities and county wide. We plan to leverage our resources across the Siskiyou Community College districts in aligning curriculum and transition adults into career and/or post secondary education.

The consortium believes that initial and ongoing development of its strategies and its staff is critically important to the success of the new Adult Education model. All consortium partners, business community and county wide employer bases will be encouraged to pursue more learners. This will allow for planning that ensures effective programs as needs change, providing a wide range of opportunities for all adults. Adult Learners can be expected to obtain necessary skills involved with employment and educational satisfaction. Allowing students to utilize the educational facilities county wide and its flexible scheduling, taking into consideration personal capacity and learning modalities. The use of a common diploma in conjunction with computer-based software that is aligned with that diploma, will help students complete work at their own pace.

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.
Geographical and Access barriers supported with Counseling and Student Support	Maps, distance between sites No counselors, neither academic nor transition on site	Enrollment at alternate Sites, pathway maps, a transition counselor working with # of students, curriculum team completed shared course outlines
Partnerships within Career/Educational opportunities	Number of Partnerships needed for outlying programs and pathways into career or post-secondary education	Increased number of movement into career &/or post-secondary opportunities
GED services year-round and resources for flexible tutoring services for students as necessary to complete programming.	Student feedback, research and partner communication	Outreach to ALL county partners to promote AEBG services and braid services
Adult Education Pathway development into Career or post-secondary opportunities for GED or High School competitors.	Currently not tracking adult learners after completing GED and/or Diploma completion into post-secondary and/or Career.	LiteracyPro suite case management software to follow student pathway. Improved data matching will allow tracking student post high school programming.

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.

Continue to develop online, distance learning, and alternate sites, bus vouchers, expanding to nights to accommodate other work schedules. Expand links to STEP, COS, paying District Counselor time to support Adult Ed. Implement Community Pro, continue fine tuning Aeries for data reporting and linking, expanding pathway model. Continue to expand course options and curriculum.

Hire a transitional specialist to help guide students through their academic and career process to limit hurdles for post-secondary schooling or career growth.

Collaboration with AEBG partners to identify challenges and strategize for program expansion and tutoring support for students.

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?
Articulated course pathway between segments	4 - Mostly implemented	Setting new non-credit and certificate programs into place that didn't exist before takes time. Hiring a coordinator, forming a model design, creating courses to meet the needs of our community, and getting state approval at the chancellors office, has been challenging. This is now in place and will be in operation for the 2017-18 school year.	Continue to build on working relationships of member/partner sites. This can happen through a strategy like the "curriculum team", where instructors from all consortium sites get together to build, align, and improve curriculum pathways and programs.	Curriculum Alignment Professional Development offerings
Common/Shared Assessments	3 - Somewhat implemented	Getting state information as to what assessment requirements are needed and the tools that are approved to use. After we received state guidelines, we have proceeded to analyse available products, communicate and agree on a common tool, and purchase. The process of purchasing has been difficult through the community college. We have since moved the purchase process to the County Office of Education, which has streamlined the effort. Inconsistency of information on Pre/Post test requirements for WIOA customers enrolled in AEBG. Not all WIOA Clients are required to complete pre/post assessments for enrollment into Work Readiness Program and job search activities.	Expanded staff development, hiring of a transitional specialist with those skills, working with teachers /admin to expand pre/post testing at ALL sites	Better alignment of approved assessment testing
Creation of Non-Credit basic skills	4 - Mostly implemented	Approval process for Non-Credit course work	Offer limited courses that have been approved while trying to get more approved.	Mirror Credit base process that was just approved to streamline approval of non-credit coursework at the Chancellors office.
Expansion of Distance Education and on-line accessibility	3 - Somewhat implemented	Timely procurement of equipment that will be the common platform for our site and others, to link classrooms and instructors. This is a key and critical need in order to allow student access to the certificate program, which is primarily conducted by our community college partner. Another challenge is ensuring all students have computer training that helps them function on computers outside the classroom. Students often don't have the skills to use tablets productively and are intimidated, which keeps them from borrowing one of the tablets through the loaning program. Some students have no or limited on- line connectivity because of cost or availability in some remote areas. Customers without internet access have difficulty utilizing GED Academy online preparation. Recent Pearson VUE Delivery Manager technical issues have been challenging.	If equipment is not purchased by fall, our IT department will research and purchase, Faculty will continue to work with online curriculum	Technical assistance on best use of technology for distance learning

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?
Marketing/Communication plan	3 - Somewhat implemented	Staffing expertise and lack of commitment from all members	Form work group to develop plan for 17-18 school year	PD on Marketing/Communication plans

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.

Our member community college is implementing a "non credit" course program. This will allow students who are in the adult education system to earn credit toward diploma and certification which gives them a pathway into post secondary college classes and/or career programs. The consortium has implemented 4 certificate pathways to date, and has plans to establish 4 more by the end of this year. We also have, as a diploma requirement, students complete a "job preparation capstone project" which helps connect them to employment.

Participate in the CTE workforce development steering committee that is developing a strategic plan for Siskiyou County work force development. Work with the COS apprenticeship program. Work with the K-12 Internship program that is being developed as a pilot with College Options, MSHS, and YHS

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?
Student and Course integration and/or Articulation across counties/programs	5 - Fully implemented	None	Continue to align curriculum with the other programs through curriculum team, participation in CTE workforce steering committee	Adult Education Articulation PD for Adult school to community college

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).

Outreach via mail, phone, email to our parents who have not finished HS.

Expanded partnerships with workforce development group and community partners who interact with the adult learner.

Basic skills work aligned with student career goals and relevant job acquisition training, such as resume work and speech training.

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?
No Data				

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.

- Better connect with the TAP and have more members participate in webinars and strong workforce state development.
- Coordinate with WIOA and local workforce partners to share best practices and joint training opportunities.
- Include individual professional development into the directors job description and encourage consortia training based on PD learn.
- Monthly conference calls with other consortia Directors to monitor process and share professional development opportunities.
- Partner with AEBG directors within the North Far North to attend free webinars or training.

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?
No Data				

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.

- Outreach to parents of local high school students who are not yet employed, underemployed, or need a HS diploma through mailings and call outs
- Develop Adult Learner Pathways with local college member and WIOA agency to develop clear pathways into career and/or post-secondary education.
- Coordinate with COS Apprenticeship program and adult schools teach relevant on the job skills, emphasizing soft skills.

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	\$875,599	\$0	\$875,599
2016-17	\$900,917	\$174,940	\$725,977
Total	\$1,776,516	\$174,940	\$1,601,576

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

Struggled to hire Director at appropriate salary. Hiring of a transitional specialist for student success and outcomes.
 Non-credit classes taking an entire year to develop and get successfully recognized by the Chancellors office.
 Administrative turn over within the consortia, 5 of 9 administrators changed within the year.

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

Moved the Director position out of the community college system to the county office of education to pay a competitive wage. (Director starting September 1st) Hire a Transitional Specialist to help adult learners navigate to post-secondary and/or career. Further develop adult learner support and diversify programming and technology. Installing a state of the art Video Conferencing system to extend programming to all areas of Siskiyou County.

Section 3: Certification and Submission

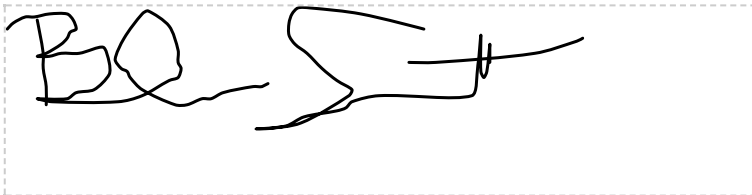
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

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

