

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-09	10 Coast

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Serban, Andreea	Vice Chancellor Educational Services and Technology	(714) 438-4698	aserban@cccd.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Serban, Andreea	Vice Chancellor Educational Services and Technology	(714) 438-4698	aserban@cccd.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Hume, Carol	Coastline Regional Occupational Program	(714) 429-2222	chume@coastlinerop.net	10/22/2015
Galey, Vanessa	Newport-Mesa Unified School District	(714) 424-8983	vgaley@nmusd.us	08/25/2015
Curiel, Steve	Huntington Beach Union High School District	(714) 842-4227	scuriel@hbas.edu	09/15/2015
Serban, Andreea	Coast Community College District	(714) 438-4698	aserban@cccd.edu	08/19/2015
Van Luit, Connie	Garden Grove Unified School District	(714) 663-6305	cvanluit@ggusd.us	10/20/2015
Vachet, Mary Lou	Orange County Department of Education	(714) 796-8806	mvachet@ocde.us	09/28/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

All members have committed to using and reporting all funds available to each member for the purposes of education and workforce services for adults including but limited to apportionment, federal grants, and other state grants, in accordance with the grant objectives and the AB 104 legislation. These funds are considered during the development of the annual plans and associated budgets. The Consortium Executive Committee will review quarterly the expenditures and balances to date for each fiscal year relative to the stated objectives and activities included in the annual plan to confirm that each member is expending the grant funds in accordance with the plan. Coast Community College District functions as the coordinating agency for the grant. Each member provides to the Chair of the Consortium Executive Committee on a quarterly basis the agreed upon information relative to expenditures and balances by grant program and major budget category along with the budget detail for expenditures and encumbrances. Based on this information, the grant expenditures are rolled up for purposes of State reporting and certification.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
 No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Newport-Mesa Unified School District	\$0
 Huntington Beach Union High School District	\$5,343,771
 Coastline Regional Occupational Program	\$0
 Orange County Department of Education	\$0
 Coast Community College District	\$1,516,630
Garden Grove Unified School District	\$213,158
Total	\$7,073,559

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

- Consortium's vision:

The Consortium's vision is in direct alignment with the State's: Rethinking and Redesigning Adult Education. The Consortium focuses on the needs of the adult students in the region through collaboration across the Consortium members and with regional partners to improve, innovate and maximize educational and career pathways for our adult students.

- Accomplishments during the prior year:

Golden West College (GWC) and Huntington Beach Union High School District/Huntington Beach Adult School (HBUHSD) developed and implemented the College Readiness Program for Math, a collaborative program to accelerate the college readiness in math of high school diploma program students and their successful transition to college level programs. The program was presented to more than 60 HBUHSD students. 7 students participated in the entire program, and 15 students came for individual/tutoring sessions. 3 of the 7 students will enroll at GWC in Fall 2016 as a result of this program. The most important accomplishment of this pilot semester was the development of the curriculum, and the work that GWC will do with HBUHSD to adjust its instructional model given that the most significant impediment to participation is its "open-access" model. An established time to offer the classes is likely to increase student participation in the program. A successful pilot collaborative bridging English course titled Preparation for College Writing was taught by a Coastline Community College (CCC) faculty at its Garden Grove facility for twenty Adult Education students from Garden Grove Unified School District/Lincoln Education Center (GGUSD) and HBUHSD. These students took the college level assessments and completed the course with a letter grade. The data collected was used to evaluate the level of college preparedness of Adult Education ESL students. This pilot also helped curriculum and programmatic revisions for the Adult Education higher level ESL courses. This course will continue in 2016-17.

GGUSD revised the registration form to include capturing the new required data and revised course outlines to align with AEBG academic objectives and WIOA life skills.

The Consortium conducted successful College Bridging Day Events at Orange Coast College (OCC) and GWC to familiarize Adult Education students to campus life, course offerings, and support services. Over 300 Adult Education students from HBUHSD and GGUSD participated in two such events.

The ESL faculty and teacher workgroup continued its work on curriculum and assessment alignment. HBUHSD and GGUSD have worked cooperatively to examine and align their two different assessment processes. GGUSD used the current HBUHSD promotion tests as a basis to develop a standardized promotion test system for its program.

Members of the Consortium Executive Committee met with OC Read Program, Youth Employment Service and the Orange County Sheriff's Director of Educational Programs to explore opportunities for collaboration and leveraging resources.

- Primary goals for upcoming year:

In 2016-17, the Consortium's primary focus is to expand the strategies that have started, begin implementation of those that have yet to be launched and incorporate selected new programs and strategies to make progress towards the realization of the vision and goals of the Consortium. Specifically, the Consortium will:

- Continue to work on the human resources and technical infrastructure needed to support non-credit enrollment, and tracking of students transitioning from the adult education schools to community colleges
- Continue the implementation of the College Readiness Program to accelerate the college readiness of high school diploma program and ESL students and their successful transition to college level programs

- Implement the alignment of ESL placement test criteria and curriculum for the Adult Education Schools
- Implement a robust outreach and transition support program for adult education students from the Adult Education Schools to community colleges
- Implement the personal care aide short-term non-credit certificate offered by OCC
- Work on CTE pathways and curriculum alignment
- Continue the work related to curriculum, competency and assessment alignment
- Provide professional development to support the improvement of the grant programs and achievement of grant objectives
- Continued collaboration of regional partners to leverage existing structures

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Boy and Girls Club	Community Service	Provide families relevant education.
Garden Grove Police Department	Community Service	Enhance EL Civics units.
Huntington Beach City School District	Educational Agency	Public school district. Provide facilities and parent education.
OC Public Libraries	Community Service	Expose students to free resources provided by OC Public Libraries.
OC Read	Community Service	Provide basic reading and writing assistance and individual tutoring.
Ocean View School District	Educational Agency	Public school district. Provide facilities and parent education.
Orange County Development Board (formerly Workforce Investment Board)	County Workforce	Administration of the One-Stop system, training for new labor market entrants and transitional workers, career information, long-term education improvement strategies and business services.
Orange County Sherriff's Department	County Agency	Provide outreach to inmates to develop pathways for training after release from jail.
Westminster School District	Educational Agency	Public school district. Provide facilities and parent education.
Youth Employment Service	Community Service	Provide short-term employability skills training and provide opportunities for primarily entry level jobs. Provide outreach and referrals for individuals interested in continuing their education.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

GGUSD teachers scheduled field trips to the Garden Grove Regional Branch Library where students were given a tour of services offered and received a library card.

GGUSD utilized the Garden Grove Police Department Community Liaisons to provide current and pertinent information associated with a Safety and DMV EL Civics units and provide guest speakers for all GGAS ESL classes.

Due to our collaborative work, Consortium members have an increased awareness of the services provided by our partners and will be able to work more closely and implement specific programs and strategies starting in 2016-17. OCC developed its application to be added to the OC Development Board Eligible Training Provider List.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

During 2015-16, the Consortium's key successes were:

- Development and launch of the College Readiness Program in Math, which led to the development of a new curriculum and approach to accelerate the college readiness in math of high school diploma program students and their successful transition to college level programs.
- Development and offering Preparation for College Level Writing course for higher level adult education ESL students, which led to the curriculum revisions in the higher level ESL courses offered by GGUSD.
- Development of the curriculum for the short-term non-credit personal care aide certificate to be offered by OCC.
- Alignment of assessments between HBUHSD and GGUSD, which resulted in common assessments and exit exams for ESL at both adult education schools.
- Conducting College Bridging Day Events attended by over 300 adult education students.
- Continued work of the very effective ESL faculty and teachers workgroup whose work led to the achievements in ESL and English noted above and specific projects planned for 2016-17 to further enhance curriculum and assessment alignment

and redesign.

- Exploratory work with WestEd to develop a proposal for a system that would serve the data collection and tracking needs for the Consortium. The result of this work was a proposed system with detail in terms of data that would be submitted by each member and dashboards that would summarize performance measures by member and across the Consortium. This prototype subsequently became the basis for the proposed Adult Education component now expected to be developed and included in the LaunchBoard in 2016-17 and benefit all consortia state-wide.

During 2015-16, the Consortium’s main challenges stemmed from delays in terms of funding and frequent changes and/or delay in terms of guidance from the state. Additional challenges resulted from differences in state rules and internal policies and procedures between the Consortium members relative to hiring, placement and assessment testing, curriculum development, teacher/faculty minimum qualifications requirements, and fiscal processes. All involved have been committed to the grant but the evolving grant requirements, expectations and guidance have shifted the focus for at least 6 of the 12 months to working on reporting and compliance documentation rather than on actual projects and activities to benefit the grant objectives. The reporting templates and requirements are overly cumbersome. In addition, the data reporting requirements for the grant are not aligned in many aspects with what colleges and adult education schools collect and track or share across members. It takes significant time for institutions of our type and size to redesign existing systems and also implement new ones. Unified performance measures and data collection guidelines will ensure consistency of data across the state.

Regional Needs

Please provide a description of your Consortium’s success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The Consortium began to address the regional needs of its adult learners during the AB 86 planning phase and in the first year of the AB104 grant. A key strategy was focused on better preparing adult education students in terms of their preparedness in Math and English to transition to community college education. The College Readiness Program in Math and the Preparation for College Level Writing bridge course are successful examples related to the implementation of this strategy and were described above. A second strategy focused on increasing awareness and familiarity of adult education students with the three CCCD colleges in terms of programs and support services offered. The College Bridging Day Events are successful examples related to the implementation of this strategy and were described above.

The main challenges are similar to those described above for “Levels and Types of Services.”

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures							+/-	2016 - 17 Planned Expenditures								
	Budgeted			Spent					AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total	
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total											
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total		
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-										
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-										
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-										
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-										
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-										
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-										
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-										
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-										
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-										
Total	\$0	\$0	\$0	\$0	\$0	\$0	-										

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[10coast_160824133934.csv](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Different assessments are used depending on both the institution and the program area in which students are taking courses. The three CCCD colleges are transitioning to assessment based on multiple measures consistent with the state assessment initiative and Common Assessment for community colleges.

GGUSD and HBUHSD have worked collaboratively to examine and align their different appraisal processes. GGUSD used the current HBUHSD promotion tests as a basis to develop a standardized promotion test system. GGUSD and HBUHSD have aligned their ESL exit exams.

Both HBUHSD and GGUSD use the CASAS (Comprehensive Adult Student Assessment Systems/Life Skills) Listening and Reading appraisal system is used to place students in the appropriate level course. CASAS Life Skills Reading Tests are used as a baseline for promotion and improved scores are tracked between a Pretest and a Posttest. The data is used to identify strengths and areas of improvement with individual students as well as identifying areas of need in curriculum and instruction.

In the HBUHSD and GGUSD High School Diploma programs, the CASAS pre-test is used for placement into ASE or ABE classes. All students can begin ASE level classes but those students scoring below ASE reading or math levels are required to take a support class.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ACT Compass ESL Grammar Usage, Compass ESL Listening, Compass ESL Reading	ACT	ESL assessment testing
ACT Compass Writing	ACT	English assessment testing
CASAS Life Skills and Reading Tests	CASAS	Used as a baseline for promotion and improved scores are tracked between Pretest and Posttest. The data is used to improve curriculum and instruction.
CASAS Listening and Reading Appraisal system	CASAS	Proper placement in the appropriate course
EL Civics Units	CASAS	Assessment of life skills, attainment of another benchmark
Exit Exams	N/A	ESL students are given an exit exam at the end of the year to demonstrate mastery of course competencies in order to be promoted to the next level.
Mathematics Diagnostic Testing Project	MDTP	Math assessment testing

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

HBUHSD uses ASAP as its student information system, which tracks student enrollment including demographics and placement tests at the school, program, course and class level.

GGUSD students are initially tracked in the AERIES system through the registration form. Information collected includes demographics, educational history, ethnicity, primary language, educational and personal goals, and job status. The information is transferred from AERIES to the TOPS Enterprise (Tracking of Programs and Students' Progress) twice a week. Instructors also fill out the TOPS Enterprise UPDATE forms for their students each semester. The section marked "Reason for Exiting" helps us analyze if our targeted program outcomes have been met. A formal Needs Assessment Survey is given on the first day of class. School-wide surveys are administered throughout the year.

CCCD has a robust Enterprise Resource Planning system - Banner - which contains detailed information at the student level regarding results of placement test, enrollments, performance at the course and program levels, and demographics. CCCD has built a comprehensive data mining and analytics infrastructure using the information contained in Banner to track and analyze targeted program outcomes.

The missing component is a system that tracks students, along with all pertinent information, at the individual student level, across all Consortium members. In spring 2016, the Consortium contracted with WestEd to develop a proposal for a system that would serve these needs. The result of this work was a proposed system with detail in terms of data that would be submitted by each member and dashboards that would summarize performance measures by member and across the Consortium. This prototype subsequently became the basis for the proposed Adult Education component now expected to be developed and included in the LaunchBoard in 2016-17. The Consortium will participate in 2016-17 in the pilot for this new system.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Aeries	Aeries	Attendance, master schedule, course data, teacher data, grades, student demographic data, ethnicity, contact information
ASAP	ASAP	Attendance, master schedule, course data, teacher data, grades, student demographic data, ethnicity, contact information
Banner Enterprise Resource Planning System	Ellucian	Unitary student, enrollment, class, course, program, placement, demographic information collection and tracking, schedule, human resources, fiscal information
LaunchBoard Adult Education Tab	California Community Colleges Chancellor's Office	Data tables, question-and-answer style reports, the ability to track student outcomes after they transition from adult education into post-secondary credit offerings, and a direct data upload option through vendors like CASAS, ASAP, and Aeries. Range of longitudinal data reports that were identified by adult education providers.
Tops	CASAS	Student demographic data, test scores, course completion, ethnicity, WIA, Title I and Title II accountability requirements

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Key Successes:

- Development and launch of the College Readiness Program in Math, which led to the development of a new curriculum and approach to accelerate the college readiness in math of high school diploma program students and their successful transition to college level programs.
- Development and offering Preparation for College Level Writing bridge course for higher level adult education ESL students, which led to the curriculum revisions in the higher level ESL courses offered by GGUSD.
- Alignment of assessments between HBUHSD and GGUSD, which resulted in common assessments and exit exams for ESL at both adult education schools.
- Conducting College Bridging Day events attended by over 300 adult education students.

Challenges:

- Due to delays in guidance and funding and internal hiring procedures and processes, some members could not hire the needed staff to conduct the planned activities and some members hired towards the end of the year.

New Strategies:

Expand the College Readiness Program in Math and the Preparation for College Level Writing bridge course.
 Develop and implement an outreach program for Adult Education students based on current model used by community colleges to conduct outreach to high schools.
 Develop and implement early academic orientation and counseling for Adult Education students to community college programs to prepare students for academic and career development.
 Implement enhanced academic counseling and student transition by tailoring counseling plan to particular population needs.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Preparation for College Writing course	Preparation of Adult Education ESL students to transfer to a community college program	Assessment Compass ACT pre-test and post-test
Expand the College Readiness Program in Math	Preparation of Adult Education ESL students to transfer to a community college program	Math pre-test and post-test
College Bridge Day Events	Build familiarity with college programs and services for Adult Education students to facilitate transition to a community college program	Number of adult education students participating in events and students who subsequently enroll in community college
Create site specific criteria to administer assessments so that results are recognized by consortium constituents (Adult Education Schools and Community Colleges)	Clearly defined assessment criteria aligned across the Adult Education Schools and Community Colleges	Number of students who took assessment at the Adult Education School who transitioned to community college at the expected level of English or Math
Work on the CTE and degree pathways to create and implement workforce and academic pathways specifically targeted for students in Adult Education Schools	Specific CTE and academic certificate and degree pathways	Number of students enrolled in developed pathways.
Development and implementation of a formal referral and tracking system between Consortium members	Increase in the number of students transitioning from K12 Adult Education Schools to Community Colleges	Number of students referred from and to members.
Development and implementation of an outreach program for Adult Education based on current model used by community colleges to conduct outreach to high schools	Increase in the number of students transitioning from K12 Adult Education Schools to Community Colleges	Number of outreach events conducted
Implement early academic orientation and counseling for Adult Education students to community college programs to prepare students for academic and career development.	Increase in the number of students transitioning from K12 Adult Education Schools to Community Colleges	Number of adult education students participating in early orientation and academic and career counseling
Enhanced academic counseling and student transition by tailoring counseling plan to particular population needs.	Increase in the number of students transitioning from K12 Adult Education Schools to Community Colleges	Number of student education plans developed with and for adult education students

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Key Successes:

- Increased student awareness of High School Diploma program.
- HBUHSD enrollment has increased through word of mouth of the new facility and continued marketing efforts such as the school catalog of classes and social media marketing.
- GGUSD continues to promote and refer ESL students to its High School Diploma, GED and ABE programs.

Challenges:

- Due to delays in guidance and funding and internal hiring procedures and processes, some members could not hire the needed staff to conduct the planned activities and some members hired towards the end of the year.

New Strategies:

- Complete the hiring of all personnel positions planned for the grant.
- Continue to work towards the planned activities which could not be launched in 2015-16.
- Reengage the Adults with Disabilities workgroup to select activities for implementation in 2016-17.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Maintain capacity at the Adult Schools by providing funding for increased annual costs.	At the minimum, maintain the current number of classes offered	Compare number of students served in 2016-17 to 2015-16
Design a pathway to connect students at OCDE Charter School with programs offered by Consortium members.	Create pathways to either the Adult Schools and/or the Community Colleges	Number of students from the OCDE Charter School who enroll in Adult Schools or Community Colleges the following academic year
Jointly advertise and promote programs.	Increased awareness of programs and services offered by Consortium members for current and potential students.	Number of students enrolled at each Consortium member originating from another Consortium member.
Coordinate with local K8 school districts for facilities use and outreach to serve more adults	Increase ESL enrollment	Compare ESL enrollment in 2016-17 to 2015-16
Reengage the Adults with Disabilities workgroup to select activities for implementation.	Specific activities related to Adults with Disabilities implemented.	Number of students with disabilities impacted by the activities implemented.
Continue to research and identify gaps in existing services and develop strategies to mitigate those gaps.	Identify remaining or emerging gaps. Develop and implement new strategies for increasing students, faculty and teachers engagement.	Feedback from students, faculty, and teachers through surveys and focus groups.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Key Successes:

- Implementation of the Preparation for College Writing bridge course and the College Readiness Program for Math.
- Orange Coast College developed the curriculum for the short-term non-credit personal care aide certificate.
- HBUHSD has setup a classroom for both didactic and clinical instruction. Equipment and supplies have been purchased and curriculum acquired. However, finding a qualified instructor has proven challenging. HBUHSD hopes to run its first class in fall 2016.

Challenges:

- Due to delays in guidance and funding and internal hiring procedures and processes, some members could not hire the needed staff to conduct the planned activities and some members hired towards the end of the year.
- Finding faculty/teachers to teach the short-term non-credit personal care aide certificate.

New Strategies:

- Expand the Preparation for College Writing bridge course.
- Expand the College Readiness Program for Math.
- Adult Education counselors will conduct college readiness and workforce preparation workshops to adult education students.
- Assist High School Diploma (HSD), GED, ABE and higher level ESL students from HBUHSD, GGUSD and OCDE Charter School to complete the online application for admission to CCCD colleges to prepare Adult Education students for transition to community college and facilitate tracking of student transitions.
- Integrate contextualized curriculum within HSD, GED, ABE and ESL programs.
- Implement the CASAS math test for HSD, GED, and ABE adult education students.
- Implement the CASAS Math Test Preparation course that can help student improve their scores between the pre and post-tests.
- Implement the CASAS Workforce Skills Certification System.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Assist High School Diploma, GED, ABE and higher level ESL students from HBUHSD and GGUSD to complete the online application for admission to CCCD colleges to prepare Adult Education students for transition to the community college and facilitate tracking of student transitions.	Data collection	Number of Adult Education students completing the online application for admission to community college.
Implement the CASAS math etest, CASAS Math Test Preparation course, and CASAS Workforce Skills Certification System for High School Diploma, GED, and ABE adult education students.	Improved Math preparation and college readiness for Adult Education students.	Number of Adult Education students taking the CASAS math etest and CASAS Math Test Preparation course. Number of Adult Education students obtaining the CASAS Workforce Skills Certification
Continue and expand the Preparation for College Writing bridge course.	Improved English preparation and college readiness for Adult Education students.	Number of Adult Education students completing the course. Number of Adult Education students subsequently enrolling in community college.
Continue and expand the College Readiness Program for Math.	Improved Math preparation and college readiness for Adult Education students.	Number of Adult Education students completing the course. Number of Adult Education students subsequently enrolling in community college.
Integrate contextualized curriculum within High School Diploma, GED, ABE and ESL programs.	Increase in number of courses with contextualized curriculum.	Number of courses with contextualized curriculum.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Key Successes:

Classroom observations of community college ESL courses by Adult Education School teachers.
Participation of adult education teachers in Golden West College's basic skills Math workshop with college faculty.
Participation of adult education teachers in CASAS Summer Institute in July 2015.

Challenges:

The number of community college faculty involved in the AEBG work has not been large enough. Efforts will be made in 2016-17 to increase the participation and engagement of community college faculty.

New Strategies:

- Expand the Consortium's webpage to include all professional development opportunities available to faculty, faculty and staff related to the Consortium objectives and activities.
- Develop and publish a bimonthly newsletter for faculty, teacher and staff of the consortium's activities, which will include upcoming professional development opportunities.
- Better coordinate professional development so that Adult Education School and Community College teachers and faculty attend and collaborate.
- Classroom observations of community college college-level English and Math courses by Adult Education School teachers.
- Develop and conduct joint Student Success Workshops for faculty, teachers and staff from Consortium members.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Expand the Consortium's webpage to include all professional development opportunities available to faculty, faculty and staff related to the Consortium objectives and activities.	Increased opportunities for and timely information on professional development opportunities.	Feedback from Consortium member faculty, teachers and staff. Number of Consortium member faculty, teachers and staff participating in advertised professional development opportunities.
Develop and publish a bimonthly newsletter for faculty, teacher and staff of the consortium's activities, which will include upcoming professional development opportunities.	Increased opportunities for and timely information on professional development opportunities.	Feedback from Consortium member faculty, teachers and staff. Number of Consortium member faculty, teachers and staff participating in advertised professional development opportunities.
Student Success Workshops: Practices and services that demonstrate improved successful outcomes for students that teachers, faculty and staff can consider in their instructional design, advising and counseling, outreach and student communication.	Improved instructional and student services programs and strategies.	Track the number of Community College and Adult School faculty, teachers and staff involved in workshops and subsequent improvements or changes made in curriculum or services to students.
Classroom observations of community college college-level English and Math courses by Adult Education School teachers	Revisions, as feasible and applicable, to Adult Education curriculum and advisement and guidance to Adult Education students.	Track the number of Community College and Adult School faculty and teachers involved in classroom observations and subsequent improvements or changes made in curriculum or services to students.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Key Successes:

HBUHSD has continued to strengthen relationships with local K8 districts to support ESL classes on their campuses. HBUHSD and GGUSD have continued to coordinate with Boys and Girls Club and other partners to provide families relevant education. GGUSD teachers scheduled field trips to the Garden Grove Regional Branch Library where students were given tours and received a library card. YES worked with OCC to provide pre-employment training, personal finance and mock interviews. Consortium performed outreach to OC Read tutors to promote Consortium programs and services. Consortium has been represented in the WIOA Leadership Council which works on developing the regional plan. Members of the Consortium Executive Committee met with OC Read Program, Youth Employment Service and the Orange County Sheriff's Director of Educational Programs to explore opportunities for collaboration and leveraging resources.

Challenges:

Lack of grant personnel to fully engage in developing and implementing joint programs and activities.

New Strategies:

Co-locate services with partners where feasible. Promote the new online high school diploma program available through OC Read and OC public libraries. Explore partnership with YES to conduct pre-employment training, personal finance and mock interviews at the adult education sites.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Coordinate with local K8 and high school districts for facilities use and outreach in order to serve more adults	Ocean View School District	Use of facilities Promoting Adult Education programs	Increase ESL enrollment	Compare ESL enrollment in 2016-17 to 2015-16
Coordinate with local K8 and high school districts for facilities use and outreach in order to serve more adults	Huntington Beach City School District	Use of facilities Promoting Adult Education programs	Increase ESL enrollment	Compare ESL enrollment in 2016-17 to 2015-16
Coordinate with Boys and Girls Club to provide child care, transportation, and tutoring services for families	Boys and Girls Club of Huntington Valley	Child care services Transportation services Tutoring services for K-12	Increase number of families served- children and adults	Tracking participation in services provided and subsequent enrollment in Adult Education programs
Coordinate with Orange County Development Board, OC Read, and OC public libraries to maximize referrals to appropriate educational programs and support services.	OCDB; OC Read; OC Public Libraries	Hosting outreach and distribution of relevant information Making referrals	Serve local population who can benefit from the programs and services offered	Tracking referrals and participation in programs and services
Collaborate with the Garden Grove Police Department Community Liaisons to provide pertinent information associated with Safety and DMV EL Civics units and provide guest speakers for GGUSD ESL classes.	Garden Grove Police Department	Provide relevant information safety and driving and guest speakers	Increased awareness on the topics of safety and driving.	Number of GGUSD students enrolled in courses where this information is provided and feedback from students in terms of usefulness of information provided.
Collaborate with Youth Employment Service to participate in joint outreach events conducted at local high schools and non-profit organizations and establish dual referrals.	Youth Employment Service	Short-term employability skills training. Outreach and referrals.	Increased awareness of Consortium programs and services.	Tracking participants in joint outreach events, referrals and participation in programs and services
Collaborate with the OC Sheriff's Department to provide outreach to inmates to develop pathways for training and education after release from jail.	OC Sheriff's Department	Preparation of inmates for transition to training and education after release from jail.	Productive transition after release of inmates from jail. Specific pathways for further education and training which include support services.	Number of inmates participating in outreach workshops. Number of released inmates who enroll in member programs.

Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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


- Click here to confirm that you are ready to submit your Annual Plan.

