

16 Feather River | 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)

THREE YEAR PLAN REVISITED

The Consortium's three-year plan contains the following goals: Develop a funding plan that addresses the gaps in services identified during the AB86/AB104 collaborative process; promote completion of high school diploma and/or equivalency among adults in the region; and strengthen the local field of workforce and life skills preparation available to adult learners.

In 2014-15, the Feather River Consortium did not have an adult education program, and neither Consortium member was prepared to develop one. In addition, the turnover of personnel who secured the AB 86 and AB 104 funding resulted in a lack of understanding of AEBG rules and requirements during the early planning stage (AB 86) and the eventual roll-out of AB 104.

The Consortium elected to use community-based organizations (CBOs) to provide what it believed would fulfill the required adult education support and instructional services. While this leveraged regional resources, using CBOs was not an effective model and the results did not conform to AEBG requirements. For example, the CBO model did not provide state approved instruction in the core AEBG program areas (ABE/ASE, ESL and CTE). Nor did it result in comprehensive student data that would allow for complete and accurate data reports to the AEBG.

2016-17 ACCOMPLISHMENTS & 2017-18 PLANS

Integration and Seamless Transition

In early 2016-17, in an effort to align with AEBG requirements, the Consortium attempted to make dramatic changes to its program, with the implementation of a strategic plan to institutionalize an integrated and comprehensive adult education program. In late 2016, it became clear that most of the CBOs were unable to adjust to an integrated framework, instructional services aligned with State requirements, and the AEBG's changing data reporting procedures.

The remedy this shortcomings in 2017-18, Plumas Unified School District/Plumas County Office of Education (PUSD/PCOE) will create a traditional adult education program. PUSD/PCOE will provide courses in ABE/ASE, ESL and math. Vocational training will be offered in collaboration with PUSD/PCOE's ABE/ASE and ELS courses.

Gaps in Service & Acceleration

Since the CBOs did not provide any ABE/ASE, ESL or math courses, there was no platform for introducing accelerated learning strategies in 2016-17. However, the PUSD/PCOE adult education program will incorporate acceleration best practices into its adult education curricula, such as condensed courses, contextualized lessons and customized student programs.

Shared Professional Development

In most cases, the CBOs used funding for staff training that was not within AEBG guidelines. In 2017-18, the Consortium will limit the use of funds to professional development that fall within AEBG guidelines: to improve the quality of adult education instruction and to foster adult learners' persistence and goal achievement.

Leveraging Resources

In 2017, the Consortium continued to leverage CBOs' ability to provide support services, while also expanding its network of engaged community partners. This was achieved through press releases, radio interviews, email blasts, community presentations/talks, think tank training and participation in workforce and economic development groups. Employer outreach was extremely successful, and it increased the numbers of employers who are excited about the program's potential to produce a skilled, entry-level local workforce.

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.
#1. ABE/ASE, ESL and math courses available to adult learners. No change since AB 86 planning process.	No change since AB 86 planning process.	Availability of these courses through PUSD/PCOE's planned adult education program.
#2. Non-credit CTE courses available to adult learners.	Course catalogues and conversations with administrators at FRC and PUSD	Availability of vocational training programs in conjunction with PUSD/PCOE's planned ABE/ASE and CTE adult education program.
#3. Promote completion of high school diploma and/or equivalency among adults. No GED test site in Plumas County.	No change since AB 86 planning process. Test site not yet available.	Availability of GED test preparation through PUSD/PCOE's planned adult education program. Opening of test site at FRC or at PUSD/PCOE.
#4. ABE/ASE, ESL, math and vocational courses available to adult learners with disabilities.	No change since AB 86 planning process.	Availability of these courses to adults with disabilities.

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.

#1. In 2017-18, PUSD/PCOE plans to establish an adult education program. This will commence with the hire of two certificated teachers, who will develop and deliver courses in the three AEBG core areas: ABE/ASE, ESL and math. The teachers will provide these courses at each PUSD campus, and students will be pre- and post-tested with NRS approved assessment tools. Student enrollment, attendance and successful attainment of AEBG performance measures will be reported through TOPSpro Enterprise.

#2. The PUSD/PCOE adult education program will also collaborate with vocational training programs in hospitality and health, which are not currently available in Plumas County. Health and hospitality are the two dominant and growing sectors in Plumas County. Employers in these sectors are supportive of these vocational programs and may engage in short-term work-based agreements with adult learners who successfully complete them. Student enrollment, attendance and successful attainment of AEBG performance measures will be reported through TOPSpro Enterprise.

#3. GED test preparation will be available through the PUSD/PCOE adult education program, and a GED test site will be established at FRC or PUSD/PCOE in 2017-18. Student participation and attainment of AEBG performance measures will be reported through TOPSpro Enterprise.

#4. Currently, there are no plans for providing instruction for adults with disabilities in the core AEBG areas and CTE in 2017-18.

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?
(1) AL Enrollment & Assessment Project: A. Develop common enrollment, assessment, and case file instruments and practices (7-1-16 thru 9-31-16). // B. Develop and implement guidelines to quantify and track progress in individualized AL education and employment plans (7-1-16 thru 9-31-16).	3 - Somewhat implemented	A. Fully implemented B. Not at all implemented B. Most CBOs did not successfully adjust to the integration program and were unwilling to fulfill contractual agreements regarding student data collection and reporting	B. None	
(3) Relational Databases: AL Tracking & Data Collection: A. Modify CALJOBS data base for FRAEC's WIOA-based input and reporting to AEBG (7-1-16 thru 9-31-16). // B. Research and devise plan for multi-entry and multi-purpose stakeholder database (9-1-16 thru 11-31-16). // C. Modify data base (12-1-16 thru 2-28-17). // D. Begin ongoing data input and provide access to stakeholders (2-28-17). //	3 - Somewhat implemented	A. Not at all implemented B. Fully implemented C. Partially implemented D. Not at all implemented A. The agency with access to CALjobs was not able to modify the system to successfully track AEBG metrics. C. Work was stopped on the relational data base, and turned toward adaptation of TOPSpro. D. The Consortium no longer sees the need for a relational database outside of the PUSD/PCOE system.	A. None. C. None. D. None.	
2) AL Services, Support and Instruction: A. Hire (WIOA competent) Regional AL Support Coordinator (8-31-16). // B. Establish Community Work Groups to fine-tune and implement the restructuring plan (9-31-16 thru 11-1-16). // C. Research and develop a library of approved curricula (9-1-16 thru 5-31-17). // D. Research and implement requirements for approved instructors (9-1-16 thru 5-31-17). // E. Research and incorporate industry recognized outcomes, e.g., certificates (9-1-16 thru 5-31-17). //	4 - Mostly implemented	A. Fully implemented B. Mostly Implemented C. Fully implemented D. Fully implemented E. Partially implemented B. Community Work Groups were established; however, the funded CBOs were not willing to participate E. Time constraints.	B. None. E. None.	C. AEBG review of PUSD/PCOE proposed courses, to assure that they align with state approved courses

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.

The PUSD/PCOE adult education plan includes collaborations with vocational training programs that are currently supported by key hospitality and health employers. These employers may provide short-term work-based opportunities for students who successfully complete vocational training at PUSD.

Adult students' transition into postsecondary education from PUSD/PCOE will occur through existing relationships with those institutions.

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?
A. Research literature on Acceleration; identify key strategies for incorporation into existing and planned services and courses (9-1-16 thru 10-31-16) // B. Provide training (professional development) in Acceleration to CBO key staff and course instructors (1-1-17 thru 2-28-17). C. Add Acceleration strategies to existing and new services and courses (1-1-17 thru 5-31-17). // D. Develop criteria and tools to effectively track ALs' rates of progress, retention and completion (11-1-16 thru 1-31-17.). //	4 - Mostly implemented	A. Fully implemented B. Mostly implemented C. Somewhat implemented D. Not at all implemented B. Course instructors for the proposed learning centers received training; no CBOs chose to participate C. The learning center courses were cancelled. D. Time constraints	B. Plans are pending to train PUSD instructors. C. Plans are pending to incorporate acceleration strategies into PUSD adult education courses D. Plans are pending for PUSD/PCOE to develop tracking criteria and tools in 2017-18.	Provide PUSD/PCOE with opportunities for professional development in acceleration strategies. Provide PUSD/PCOE with opportunities for professional development in acceleration strategies. Provide PUSD/PCOE with opportunities for professional development in strategies for tracking student progress, retention and completion.

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).

PUSD/PCOE will investigate acceleration strategies and devise a plan for embedding them into the planned ABE/ASE, math and ESL curricula.

PUSD/PCOE will investigate and adopt strategies for tracking adult learners' rates of progress, retention and completion.

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?
A. Survey CBOs and other key stakeholders to assess the most pertinent and timely of their professional development needs (10-1-16 thru 11-31-16). // B. Develop a schedule of shared professional development training to begin February 2017, and to include instruction in accelerated teaching and learning strategies (12-1-16 thru 1/31/17). //	1 - Not at all implemented	A. Time constraints B. Time constraints	A. None B. None	

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.

PUSD/PCOE will develop professional development opportunities for their adult education teachers and support staff, which fit within AEBG guidelines to improve the quality of adult education instruction and foster adult learners' persistence and goal achievement.

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?
1. Restructuring Plan: A. Establish community work groups that will implement separate parts of the restructuring plan (7-1-16 thru 8-31-16). // B. Work groups will establish their Think Tanks (8-31-16 thru 9-31-16). //	1 - Not at all implemented	1. Time Constraints	1. None	
2. Economic and Workforce Development: A. Develop a plan to engage with employers and economic and workforce development organizations (11-1-16 thru 11-31-16). // B. Implement plan (1-1-17 thru 6-30-17 and beyond). //	5 - Fully implemented		2. Plan to continue engagement with employers and economic and workforce development organizations	

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.

The Consortium's 2017-18 plan leverages the existing structures and resources of PUSD/PCOE.

Additional leveraging efforts will include engagement with the regional WIB and other local economic and workforce development organizations and activities.

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	\$750,000	\$750,000	\$0
2016-17	\$773,016	\$668,562	\$104,454
Total	\$1,523,016	\$1,418,562	\$104,454

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

In 2016-17, some CBOs did not fulfill the services for which they were funded.

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

The 2016-17 carryover funds will go toward establishing an adult education program within the PUSD/PCOE school system.

Note: \$21,474 of unspent Data and Accountability funds (15-328-114), which is not included in the 2015-16 total above, will be used to improve data collection and reporting in 2017-18.

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