

# 26 Long Beach | 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)

During the 15 -16 school year the consortium was focused on creating and increasing courses and programs that would provide greater access for the Long Beach community. LBusd placed emphasis on increasing adult basic skills and high school diploma classes to meet in the increasing number of students requesting these services while LBCC placed emphasis on creating campus wide noncredit courses that would meet all of the seven program areas identified by AEBG. For 16 - 17 school year we will continue to focus on the creation of noncredit courses and programs for the Long Beach Community. We will also continue to build and strengthen our community partnerships providing support for class offerings at off campus sites. Additionally, we will provide professional development opportunities for faculty in meeting the needs of adult students as well as the Director of Adult Education to meet the needs of the program. Lastly, we will remain focused on creating and providing seamless pathways that will allow students to move from one entity to another as well as focus on a comprehensive marketing plan that will include the overall mission of the adult education program.

## 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.
Helping students achieve high school diplomas or high school equivalencies.	2017 Long Beach Labor Market Supply and Demand research conducted by BW Research Partnership for the adult education program.	LBUSD has increased their offerings of HSD and HSE classes. They will monitor student completion and attainment of both.
The development of technical skills, management and technical writing in entry level CTE courses and programs.	2017 Long Beach Labor Market Supply and Demand research conducted by BW Research Partnership for the adult education program. We also have worked closely with the employment development department of Long Beach one of our community partners in understanding the needs of potential and current adult education students.	LBCC is currently developing short term CTE course curriculum to meet the needs of AEBG. To measure the effectiveness of the courses we will track how many students achieve Career Development College Preparation certificates.
Workforce Development programs needed to effectively transition entry-level workers into sustainable career pathways.	2017 Long Beach Labor Market Supply and Demand research conducted by BW Research Partnership for the adult education program.	LBCC is currently working in conjunction with faculty and the Strong Workforce program to create programs that will provide students with the opportunities needed to transition into career pathways that are sustainable. To monitor we will work with Strong Workforce program to track student completion and employment in the targeted career pathways.
The Long Beach community currently shows a large number of students who will need extended courses and programs in basic skills and English language skills.	2017 Long Beach Labor Market Supply and Demand research conducted by BW Research Partnership for the adult education program. We also have worked closely with the employment development department of Long Beach in one of our community partners in the EL Navigator Pilot aimed at marketing and increasing access to Limited English Proficient students.	LBAEC (both members) will be able to measure the effectiveness of the progress of students enrolled in basic skills courses by student completions and the number of students who are able to transition into CTE courses or credit programs working toward degrees or transfer. We will also monitor the effectiveness of ESL classes by the number of community based course that we can provide to students and through CASAS TOPS entry and update records submitted.

### 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. Increased access to classes offered in the community.
2. Increased partnerships with community based organizations.
3. Continue to develop curriculum in CTE to target short term training.

## 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?
Develop strategies for increasing the number of adults enrolling in post-secondary education.	3 - Somewhat implemented	The major challenges faced by LBCC were the internal and external processes that are required by the college community to create and implement new course curriculum.	LBCC has begun to hold noncredit curriculum workshops for faculty interested in creating course and programs in noncredit for adult education. This will allow us to move forward expeditiously to offer classes for the adult education population. LBAEC has also begun to offer classes in the community in an effort to ease students back into the education process and to have access to adult education services.	
Development of new course curriculum in basic skills, non-credit courses, CTE and ESL to attract students to programs.	3 - Somewhat implemented	The major challenges faced by LBCC were the internal and external processes that are required by the college community to create and implement new course curriculum.	LBCC has begun to hold noncredit curriculum workshops for faculty interested in creating course and programs in noncredit for adult education. This will allow us to move forward expeditiously to offer classes for the adult education population. We have also begun to create multiple pathways as entry points for students in adult education. Students will have the option of taking basic skills courses that lead to a credit or noncredit pathway depending upon their end goal.	
Identify curriculum that can support vocational ESL for designated CTE programs.	3 - Somewhat implemented	The major challenge with the creation of curriculum remains the same for CTE. It is primarily due to the processes that surround curriculum creation for the community college.	LBCC is working directly with CTE faculty, the Dean of CTE and the Director of Strong Workforce to collaborate on short term high demand CTE programs and courses. We have also worked with a research company to provide in depth information on high demand CTE labor markets that will be used as a roadmap for the creation of programs.	
Mapping out the alignment process institution to institutions as well as with CBO's.	4 - Mostly implemented	This strategy has been a major focus of the consortia as a whole. While we have developed processes and guidelines that will make this an easier transition for students, we are now looking to implementation between the two members.	LBAEC is working to implement counselors at both member sites that can help students have seamless transitions between the two institutions for greater student success.	

### 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.

1. Continue to work on developing seamless transition from LBUSD to LBCC for student enrollment.
2. Continue to offer workshops for potential and current students to build on basic skills and workforce development.
3. Continue to partner with regional colleges to offer courses that supplement CTE training in areas of ESL; job development.

# 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 parameters for contextualized learning incorporating Work Based Learning and mentoring.	2 - Mostly not implemented	The challenges with developing WBL is directly related to the lack of curriculum that we have been able to develop. As we continue to develop curriculum to meet the needs of the adult education student we are ensuring that WBL is incorporated into the process. LBUSD has limited CTE offerings, however, WBL is a part of the completion process for those classes.	Work with faculty will continue including offering opportunities for assistance with creating new curriculum for students enrolled in short term CTE course.	
Creation of certificates of completion for students enrolled in adult education programs.	1 - Not at all implemented	We have not been able to move forward with this strategy in part because we were still in the phase of trying to create alternative pathways for students enrolled in adult education. LBUSD does offer certificates of completions for those students enrolled in their programs.		
Define alternative methods and flexible schedules for students wishing to concurrently enroll in programs	3 - Somewhat implemented	The biggest challenge for this strategy at LBCC is slow implementation of actual curriculum that addresses some of the identified program areas of AEBG. LBCC has been successful implementing alternative pathways in ESL by offering course in the community. LBUSD has developed more flexible pathways for student attainment of basic skills; HSD/HSE and ESL.	to assist faculty with creating this much needed curriculum at LBCC there will continue to be non credit curriculum workshops held in conjunction with the curriculum committee to ensure all processes are met.	
Develop parameters for applying past education to new educational goals for students out of school 10 years or more.	1 - Not at all implemented	Conversations continue to evolve around how we will create useful tools that will allow us to take into consideration past education of students. LBUSD does apply past experiences and education in determining which HSD/HSE pathway potential students will take.	None.	
Identification of stackable credentials that can be achieved in CTE programs in compliance with WIOA guidelines.	3 - Somewhat implemented	The challenges here are limited. We are continuing to work on the development and processes that will be implemented for students to obtain stackable credentials. LBUSD has limited CTE courses which limits the number of stackable credential they can offer. They will continue to work with LBCC for transitions into postsecondary classes that will allow for attainment of additional credentials in those CTE programs where there is a definable pathway.		
Increase offerings in CTE so that courses are aligned to industry sector pathways and lead to a certificate of completion.	2 - Mostly not implemented	The major challenges in completing this strategy is the processes that are associated with the creation of new curriculum at the community college level. For LBUSD the challenge remains the lack of space to expand CTE course offerings for students.		

**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).

1. Creation of individualized basic skills course that are short term in nature and focus on specific outcomes.
2. Increased access to HSD/HSE opportunities.
3. Developing short term CTE courses that are aligned to specific VESL and job readiness courses.

## 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?
Create a professional development plan that incorporates all training needs.	3 - Somewhat implemented	The biggest challenge comes from finding professional development opportunities that can work with faculty schedules.	The program director is in the process of creating professional development opportunities that will assist faculty in the ideas and goals of adult education at LBCC. LBUSD adult school principal works directly with staff to ensure that professional development opportunities are available. When possible the director will create opportunities for professional development opportunities are available for all staff to ensure progress toward the goals of AEBG.	
Design guidelines and procedures that demonstrate sensitivity to multi communities and ethnicities that target all readiness and learning styles.	4 - Mostly implemented	The challenges here are few. We continue to address the idea of diversity an ensuring hat we are sensitive the community that we serve.	The program director continues to be an integral part of the student equity committee, participating in all workshops and conferences in efforts to keep sensitivity to multi communities. In addition, the program director will continue to build and expand on the partnerships with community organizations to build transitions for potential students to both institutions.	
Design training modules for staff in LBCC, LBSA and LBUSD which includes education in existing resources, transitions and program alignments.	4 - Mostly implemented		This will continue to be addressed at each consortium meeting as well as in individual visits between staff at each institution.	
Marketing and outreach at conferences, career fairs, local and regional meetings, and community.	3 - Somewhat implemented		Marketing continues to be of utmost importance for both institutions. Monies have been set aside by both institutions to create extensive marketing plans that will provide the community with information about programs in adult education at both institutions. The program director will attend marketing events to provide information about the LBCC adult education program while LBUSD will do the same. In some instances the program director will be responsible for ensuring marketing for both institutions. The web site will continue to be updated and monitored by the program director.	

**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.

The LBAEC will continue to hold community meetings aimed at providing staff, faculty and students with information regarding the goals of the adult education program.

## 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?
Create community resource guide.	5 - Fully implemented			
Identifying services and community needs.	5 - Fully implemented			

**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.

LBAEC will continue to build on the collaboration with the local workforce development board and community organization in the ESL Navigator Pilot Program.

## 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	\$2,204,503	\$2,204,503	\$0
2016-17	\$2,270,560	\$395,136	\$1,875,424
<b>Total</b>	<b>\$4,475,063</b>	<b>\$2,599,639</b>	<b>\$1,875,424</b>

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

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

LBAEC will continue to focus on expending funds in the seven AEBG program areas ensuring that they are consistent with the objectives and activities outlined in our adult education regional plan. We will also address funds in the order received with a focus on incorporating and spending funds that will expire soon. We will also continue to focus on spending the funds allocated for data collection by working with appropriate personnel within in the institutions. Since marketing is one of our major concerns, we will use remaining funds from 15/16 to create and supplement extensive marketing plans of the LBAEC within the community. Additionally, funds will be used to create new courses and programs that support the seven program areas which will include providing professional development opportunities as needed. Monies will also be used to support staff and faculty in positions that will help to create seamless transitions between the institutions as well as the community partners.

## Section 3: Certification and Submission

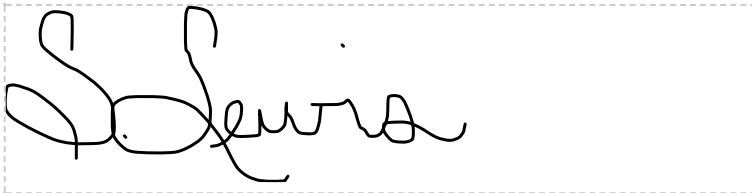
*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017–18 AEBG General Assurances Document.*

***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)

A handwritten signature in black ink is displayed within a dashed rectangular box. The signature appears to be "S. S. S. S. S." or similar, written in a cursive style.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan