

52 San Luis Obispo | 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)

The San Luis Obispo Adult Education Consortium (SLOCAEC) have made meaningful headway over the past two years as we move forward in the implementation of our three-year plan. The consortium continues to work collaboratively amongst members and partners to coordinate and develop an integrated adult education system across local school districts and the community college by leveraging resources with adult education partners and communities agencies.

SLOCAEC has restructured existing programs, developed new programs, modified curriculum, and implemented supportive services to improve student success, accelerate learning, and increase successful course completion.

All member districts have hired administrators, faculty, and staff to implement the three year plan and build a sustainable adult education system across all districts to support all adult learners in San Luis Obispo County. Efforts continue to be made to leverage resources and close gaps in services and achievement gaps for students enrolled in adult education programs. K-12 districts have aligned curriculum and developed short-term CTE programs while Cuesta College has increased the number of noncredit CDCP programs with an emphasis on short-term CTE with a high employability outcome. All districts have established a process with the AJCC to ensure students employability and workforce goals are met. This referral process incorporated WIOA and ensures students are supported and their goals are identified with assistance in reaching this goals.

The consortium has successfully improved and developed programs in ESL, ABE/ASE, Adults with Disabilities, Workforce Preparation Program for Older Adults, and Short-term CTE. The consortium has made great progress in the last two years. The consortium is still working through challenges for developing a program for Student Success and Pre-Apprenticeships. However, discussions with partners and workgroups are continuous for these programs.

In the 2017-2018 program year the consortium will focus on student retention and persistence strategies. Administrators, faculty, and staff will participate in professional development to research and learn best practices to assist students in retaining in programs and successful course completion and transition. Noncredit counselors will be implemented in 2017-2018 to help begin this process. The consortium is confident that a successful strategy will be identified and implemented during the 2017-2018 program year.

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.
Determining the needs of local employers to develop a local skilled workforce through CTE programs.	Meetings and discussions with the local Workforce Development Board, Center of Excellence, and the Economic Vitality Corporation that identified the need to improve communications with local employers.	Implementing round table discussions with local employers to determine needs for a better skilled workforce. Number of employers attending and participating in workforce needs assessment.
San Luis Coastal USD, Lucia Mar USD, and Templeton USD have identified a gap in outreach services.	Consortium data and K-12 district data revealed lower than expected enrollments in High School Diploma/ Equivalency and English as a Second Language . The three K-12 district members have also identified a need to specifically communicate with district administrators regarding adult education programming .	Effectiveness will be measured by the number of district parents and communities members residing within the district boundaries enrolling in programs.
Improve county outreach for the consortium to include new programming that has been developed during 2016-2017.	Consortium data reveals increased programming within the seven program areas but low enrollments in some programs.	Identify outreach strategies for each specific program area. Review enrollment numbers to determine if there is an increase for 2017-2018.
The K-12 consortium members have experienced a challenge to develop a Student Success program within the region that is not a duplication of services but rather an enhancement.	The K-12 consortium members through meetings and discussions with district representatives and community partners have identified several programs within the district and county agencies that support student success as defined by the AEBG Student Success program.	The K-12 consortium members will continue to meet with district representatives and community partners to coordinate Student Success programs and leverage resources. The local providers will measure effectiveness and student progress and share with the consortium to determine the role of the local consortium for this program.

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.

San Luis Coastal, Lucia Mar, and Templeton Unified School District's will improve communications with K-12 administrators to increase to outreach efforts to families and local community members. The K-12 Consortium members will attend on-going district meetings and functions to present adult education programming to parent groups such as DELAC and ELAC.

The consortium will coordinate with the Workforce Development Board, Center for Excellence, and Economic Vitality to implement employer round table discussions to increase local employer participation in the planning and development of adult education CTE programming in the county.

The consortium will identify outreach positions that will collaborate with local employers, community agencies and members to increase enrollments for all program areas. Specific outreach materials will be developed to target student populations in each program area.

The K-12 consortium members will schedule on-going meetings with district representatives and community partners to identify needs within this program where the K-12 consortium members can contribute and enhance the established programs.

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?
Integrate AJCC Staff	3 - Somewhat implemented	AJCC experienced a change in leadership and this transition slowed the implementation process. There is also a new agency leading the AJCC services beginning July 1. The consortium members will continue to integrate AJCC services into program orientations and supportive services as previously planned.	The consortium members have been in continuous communication with the local WDB and are awaiting the transition of the new agency who will oversee the AJCC services. Once the new provider is established the consortium will continue with the implementation process.	None at this time

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.

All consortium members have implemented CASAS and are using TopsEnterprise as a common data collection. The CASAS, Life & Work Series is the common assessment tool to determine student skill levels and student progress. Consortium will share TE data at on-going consortium and public meetings to determine student progress and performance and generate feedback from the community for program improvements.

Work groups for the seven program areas have been established and will continue to meet to determine student progress and program improvements. San Luis Coastal and Lucia Mar will develop an ESL program in 2017-2018, both consortium members will select representatives from their district to participate in the ESL work group to ensure ESL curriculum is aligned across the delivery system and seamless transitions are developed and implemented for English language learners across the county.

Cuesta College will implement two part-time counselors who will focus on student educational planning and transition pathways. The counselors will work closely with America's Job Center of California and participate in local Workforce Development Board and employer round table meetings and discussions. This will ensure they are up-to-date on the local workforce needs to help students identify education and career pathways. The counselors will also dedicate time to participate in consortium work groups and professional development. They will present information to the local K-12 adult schools that will emphasize student success strategies, encourage student persistence, and motivating transitions to postsecondary and workforce.

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?
Integrate contextualized CTE programs in high school diploma program	3 - Somewhat implemented	Challenges still remain for instructors to make industry connections for students. As Cuesta continues to expand their CTE offerings, instructors will be able to directly refer and recommend students for various programs in their interested fields. Again, as HSD programs continue to implement the SSSP model and student goals are more clearly defined, the transition for students to post-diploma endeavors will continue to strengthen. Another challenge is for instructors to locate and tailor content standards to meet the career goals of students. Contextualized learning takes a lot of individualization and therefore, time. Once a student's goal is identified the onus is on the instructor to find the materials helpful to students while still meeting HSD requirements. This is a challenge moving forward.	Through professional development, teachers have become familiar with the CCRS (College Career Readiness Standards) and how they apply to the HSD standards. Also, the SSSP model which was implemented asks students to identify goals to pursue after they earn their high school diploma. Based on a student's goal, teachers are able to modify curriculum to adjust to a career or academic pathway to best serve student needs. For example, a student who is seeking employment as an electrician can have specific math and algebra skills tailored to their future profession. Knowing the algebraic skills necessary for an electrical career while still working within the state standards for Algebra accelerates students' progress in becoming successful in academic and career. In addition, once a career or academic pathway is established, the consortium's partnership with AJCC has afforded students connections for the preparation of employability skills and certification opportunities.	Continued Professional development opportunities that model best practices.
On-going professional development	4 - Mostly implemented	The timing for community college course approvals was a challenge for the on-going professional development for student acceleration in CTE and basic skills programs.	Cuesta College recently received approval for noncredit CTE courses in Automotive. Faculty representing ESL, Basic Skills, and CTE are developing a work group to research, learn, and implement the IBEST model.	Continued professional development and shared best practices in student acceleration.

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).

ABE/ASE and basic skills curriculum will be reviewed to include contextualized learning to accelerate student's learning and increase successful course completion.

Faculty work groups have been developed to research and implement contextualized instruction based off the IBEST model for CTE and ESL.

Increased interaction with local employers and advisory groups that help identify short-term CTE programs with a high demand employment.

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?
On-going professional development	5 - Fully implemented	The consortium did not experience challenges to fully implement professional development. Work groups for all program areas have participated in professional development and it will continue to be on-going.	None	In addition to the state AEBG summit offered in the fall, a conference in Sacramento in the spring that allows for consortium networking and progress and shared best practices.

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.

- Administrators, faculty, and staff are provided with opportunities to attend conferences and workshops throughout the year to gain knowledge of best practices and support needed to deliver high quality adult education.
- Professional development for each program area is on-going throughout the year. Administrators, faculty, staff, students, and community members are invited and encouraged to attend.
- Work groups will present at consortium meetings to share on-going work and progress.

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?
Facility Use Partnership	5 - Fully implemented	The consortium did not experience any challenges and full implementation has been achieved.	Continue to build partnerships with community agencies.	None at this time.
Workforce Integration	3 - Somewhat implemented	The AJCC and One-Stop-System experienced a transition in leadership that slowed the implementation process. In addition a new agency will be leading the AJCC services beginning July 1. The consortium has been in constant communication with AJCC and will resume the process in place to provide additional resources to adult learners in the county.	Once the transition for the new AJCC/ One-Stop-System is established the consortium will continue with the full implementation of integrating workforce services in adult education.	None at this time.

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.

Develop a work group that consists of consortium members, the WDB, Center for Excellence, and Economic Vitality Corporation that will lead meetings and discussions that include local employers to determine the on-going need for basic skills, and CTE programs for entry level positions in San Luis Obispo County.

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	\$1,305,705	\$0	\$1,305,705
2016-17	\$1,329,958	\$0	\$1,329,958
Total	\$2,635,663	\$0	\$2,635,663

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

The greatest challenge the SLOCAEC experienced was the ability to hire instructors and support staff in a timely manner. We experienced hesitation from district administrations in hiring new staff without a confirmation of continued dedicated funding for adult education.

K-12 Adult Education programs are required to hire CA credentialed instructors while Community Colleges have minimum qualifications that require a Bachelor's or often a Masters Degree. This has been a struggle and has limited the pool of qualified candidates for adult education programs for K-12 members.

Another challenge, is the length of time it is currently taking to have curriculum approved through the Chancellor's Office. Consortium members have developed programs that are currently pending approval and the full implementation of these programs cannot happen until the course outlines are approved. In the meantime, consortium members have implemented these programs as a pilot to build momentum and gain enrollments so the program is sustainable once the course outlines are approved.

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

The consortium will continue to move forward and develop new programs and improve existing programs. Cuesta College had several course outlines/ noncredit CDCP programs for Adults with Disabilities, Older Adults in the Workforce, and Adult Basic Education approved this summer that will be fully implemented in 2017-2018. Funding from 2016-2017 will be incorporated in the implementation of these programs. Faculty, counselors, and support staff are in the process of being hired to implement the program and ensure supportive services. Lucia Mar, San Luis Coastal, and Templeton continue to improve and develop new programs that will also incorporate 2016-2017 funding to hire additional teachers, implement CASAS, and incorporate AJCC services throughout all programs.

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 is stylized and appears to be the initials 'M' and 'W'.

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