

2016-
2017



Photo: Adult students from Capital Consortium

*In Response to Assembly Bill 104 (Chapter 13, Stats. 2015)
and Amended by Assembly Bill 1602 (Chapter 24, Stats. 2016)*

ADULT EDUCATION BLOCK GRANT

California Department of Education
Tom Torlakson, State Superintendent of Public Instruction

California Community Colleges Chancellor's Office
Erik E. Skinner, Interim Chancellor





California Department of
EDUCATION



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October 28, 2016

The Honorable Edmund G. Brown Jr.
Governor of California
State Capitol
Sacramento, CA 95814

Dear Governor Brown:

Subject: Adult Education Block Grant Report

The California Community Colleges Chancellor and the State Superintendent of Public Instruction are pleased to present the Adult Education Block Grant progress report established in Assembly Bill 104 (Chapter 13, Stats. 2015) and amended by Assembly Bill 1602 (Chapter 24, Stats. 2016).

On or before October 30, 2016, *Education Code* Section 84917 tasks the two agencies with providing to the Director of Finance, the State Board of Education, and the Legislature a preliminary report about the use of adult education funds and outcomes for adults statewide and in each adult education region. The final report on the uses and outcomes of these funds is due on or before February 1, 2017.

This report, based on all data available at the time, addresses all of the following: a summary of the adult education plan for each of the 71 Consortium funded under AEBG; the distribution schedule for each Consortium; the types and levels of services provided by each Consortium; the effectiveness of each Consortium in meeting the educational needs of adults in its respective region; and progress made related to the delivery of education and workforce services for adults, including the alignment of state programs.

If you have any questions regarding this report, please contact Vice Chancellor of Finance and Facilities Mario Rodriguez at the California Community Colleges Chancellor's Office by phone at 916-323-5951 or by e-mail at mrodriguez@cccco.edu, or Director of Government Affairs Debra Brown at the California Department of Education by phone at 916-319-0821 or by e-mail at dbrown@cde.ca.gov.

Thank you for your continued support of and commitment to California's adult learners.

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction
California Department of Education

Erik E. Skinner
Interim Chancellor
California Community Colleges

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EXECUTIVE SUMMARY

With the passing of Assembly Bill (AB) 104 (Chapter 13, Stats. 2015) on July 1, 2015, the Legislature provided the \$500 million Adult Education Block Grant (AEBG) to the California Community Colleges Chancellor's Office (CCCCO) to jointly work with the California Department of Education (CDE) to expand and improve the delivery of educational services to adult learners across the state through the establishment of regional Consortia of educational providers. Under AB 104, the Superintendent and Chancellor must provide preliminary reports on or before October 30 following each fiscal year for which funds are appropriated for the program and final reports on or before February 1 of the following year. This report provides a preliminary look at the results of the first year of AEBG implementation in the following areas:

- (1) Summary of the Adult Education Plan Operative for Consortia
- (2) Distribution schedule for each Consortium
- (3) Types/levels of services provided by each Consortium
- (4) Effectiveness of each Consortium in meeting educational needs of adults in each region
- (5) Recommendations for delivery of education and workforce services for adults, including those designed to improve alignment of state programs

Local educational agencies (LEAs) have worked with local community colleges to bring about successful new transitions and open access to more Californians who need to complete their high school diplomas or equivalent and basic education requirements and obtain job skills. Approximately 1.2 million unduplicated adult learners were enrolled during 2015–16 in one of the seven education and training areas under the AEBG. A continued effort is required to thoroughly document which students are receiving specific services and where and to note and share best practices among Consortia. The forthcoming February 2017 AEBG report will provide further analysis of the levels and types of services offered through this funding and examine how well regional needs are being met as a result of better alignment between the two education systems. Notably, the AEBG Office has designated a subgroup to oversee the development of a statewide system using Workforce Innovation and Opportunity Act (WIOA), Title II infrastructure to collect data for AEBG funded activities. Additionally, the National Strategic Planning and Research Center (NSPARC) is working with the AEBG to develop a statewide data clearinghouse to house and process AEBG data from multiple sources. Revelations about how adult education is delivered in the state are gleaned from 2016–17 annual plans completed by AEBG Consortia. The reports and other data gathered have begun to tell an encouraging story about regional needs being met and have prioritized the objectives of Consortia to invest in the state's workforce and help adults reach their educational and career goals.

INTRODUCTION

AB 104 is groundbreaking legislation, and the state's success in achieving its goals is being watched nationally. This report summarizes what we know about the first year of AEBG implementation, which sets forth improvements and enhancements to services provided to adult learners. These plans support the WIOA to provide re-engineered approaches to education, training, and support services to place more high-need California residents in jobs.

For the first time in many regions, school districts have established regular planning sessions with community colleges to create clear strategies for relevant training leading to employment. This includes pathways and much-needed support for students designated English as a Second Language (ESL), disabled, basic skills learners or secondary education pupils, as well as those in Career and Technical Education (CTE) and pre-apprenticeship programs. Peer aides, tutoring, and academic and retention counseling tailored to high-need populations are now available among many other services. Wraparound services in partnership with local agencies have been bolstered through these efforts, and in many cases AEBG funds have allowed school districts to expand course offerings in ESL and basic skills and offer tuition-free CTE programs and hire new teachers.

Program gaps remain to complete a full picture of Consortia efforts. The development of an infrastructure on which to build, sustain, and document a successful, integrated AEBG program has begun.

Prior to AB 86 and AB 104, K–12 local adult education programs and community college non-credit programs operated separately and autonomously, with little articulation. Now, after two years of intensive strategic planning, they are collaborating in Consortia in every region of the state, along with other regional education and workforce partners who have never worked together before, with the mandate to produce and demonstrate meaningful results that respond to the workforce education and training needs of the state's adults.

Prior to AB 104, state oversight was also divided with the CDE responsible for K–12 adult education and the CCCCO responsible for community college programs. Committed to ensuring the success of the regional adult education model, the CDE and the CCCCO are now working together to monitor program progress, refine the accountability measures to be used for evaluating Consortia effectiveness, and build a comprehensive, sustainable model for providing career-focused regional adult educational opportunities that address California's diverse workforce needs.

The Consortia also faced challenges as they learned to work together for the first time in fulfilling the AB 104 mandate. For a few members, disbursement of funding at the local level was delayed. This resulted in a truncated year for implementation of plans and a wide range in the level of implementation activities across Consortia. More importantly, the past year has been a period of collaborative, deliberate, and thoughtful strategic program implementation by most new partnerships.

The year has resulted in the development of a statewide collaborative infrastructure in which Consortia member agencies are, for the first time, sharing information and resources, developing data systems to monitor outcomes, aligning funding and programs, and figuring out how much money should be allocated on which programs to benefit which students. In every major region in the state and in urban, suburban, and rural areas, there is evidence of substantial progress in achieving the goals of AB 104.

SUMMARY OF REGIONAL CONSORTIUM PLANS

Of the 71 regional AEBG Consortia, 69 submitted updated Annual Plans for 2016–17 (year two of the three-year plan implementation cycle) in August 2016. Nearly all Consortia expanded programs and services and began implementing innovative practices. These include new, expanded, and enhanced course offerings; implementation of data-driven decision making; alignment of courses, programs, and services among Consortium members; acceleration of academic learning and workforce training through contextualized instruction; and research of innovative practices in adult education and workforce training to further program expansion and meet the needs of adult students and regional economies. Appendix A in this report provides links to executive summaries and the full text of each Consortium's plan. Included in each summary sheet are successes and challenges in levels and types of services provided and regional effectiveness as well as funding by member. The full text of each Consortium's plan can be found at the AEBG CCCCCO Web site at <http://aebg.cccco.edu/Consortia/Consortia-List>.

While the AEBG Office is currently reviewing annual plans, some preliminary findings have come forward based on a qualitative review conducted by the Center for Law and Social Policy (CLASP) working on behalf of the AEBG Office. Among these findings are:

- **Alignment and Articulation:** Most survey respondents reported some change in their assessment alignment, but about one-quarter report no change, with little variation by Consortium size. The most common indication was that Consortia had not yet made changes in this area but had plans to make such a change.
- **Pathways to Employment:** Several respondents reported at least some change in student pathways to employment. When asked specifically about four potential strategies for making pathways to employment more seamless, nearly a majority of all respondents reported that they had partially implemented strategies to help students find employment which include programs to obtain industry-recognized credentials input from employers and CTE advisory committees.
- **Pathways to Postsecondary Education:** Three-quarters of all respondents reported at least some level of change in student pathways to postsecondary education. For primary contacts of the Consortium, the rates ranged from 80–90 percent, depending on Consortium size. Four in ten respondents reported that they had partially or fully implemented each of four strategies: direct placement into community college courses, articulation agreements, integrated education and training, and non-credit programs that are embedded in an academic pathway.
- **Student Transition Services:** About eight in ten of all respondents and primary contacts indicated that their Consortia had at least partially implemented changes for student services, with no clear pattern of differences based on Consortium size. When asked about seven specific strategies, respondents reported higher levels of implementation for these strategies than for the specific employment

and postsecondary education pathways, particularly for full implementation. Of these strategies, reported rates of partial or full implementation for having counselors, providing career guidance, and connecting students to social services ranged from 62 percent to 72 percent. In addition, 48 percent and 43 percent reported at least partial implementation of providing transition plans and childcare services, respectively.

- **Data Collection and Use:** The survey asked respondents about changes in data collection methods, data sharing among Consortium partners, use of student data to support decisions about student transitions, and use of student data in programming decisions. Only about two in ten of all respondents reported no change at all in data collection methods. The larger the Consortium, the more likely they were to have made changes, possibly due to economies of scale. The most frequently selected change was “individual follow-up with students,” selected by about one-quarter of respondents; the least frequently selected was “data release forms signed by students in aligned programs.” The most frequently selected programming decision informed by reviewing student data was offering new classes, selected by a majority of all respondents, with little difference by Consortium size.
- **Joint Adult Basic Education (ABE) and Career Technical Education:** Six in ten of all respondents, and an even higher rate among primary contacts, indicated that the AEBG resulted in one or more of four joint ABE/CTE professional development activities: staff convenings, instructional professional learning communities, professional development for support staff, or team teacher preparation time. A majority of all respondents, as well as of primary contacts, reported joint ABE/CTE staff convenings.

Every major region in the state from urban to suburban and rural areas has carried out critical activities to meet student needs and fulfill AB 104 mandates, including the important link to employment. While there is work to be done at the state level to align education programs with WIOA metrics, promising practices have emerged. In rural Plumas County northeast of Sacramento, an adult education administrator in the region’s Consortium connected with the local Alliance for Workforce Development to restructure its adult education system with the aim of including complete WIOA data collection and input into the CalJobs Management Information System by the end of the 2016–17 year. The Consortium has hired a new WIOA-proficient Regional Student Support Coordinator and will use WIOA performance measures as benchmarks of student success as well as common enrollment, assessment, and case management tools.

Next Steps

CLASP will conduct follow-up interviews with Consortia and state-level stakeholders in fall and early winter of 2016–17 to examine the tendencies and issues suggested by the survey responses. This will provide insight into the system change impacts resulting from AEBG and in a plan to identify the strategies needed to build the capacity of the

public systems in the Consortia. The goal is for the state to promote continuous improvement, scale, and sustainability. Additionally, the interviews are designed to reveal the policy, guidance, or strategy that allows progress to be made in program integration.

CONSORTIA DISTRIBUTION SCHEDULES

Funding allocations to regional Consortia were determined in collaboration with several key state agencies following a funding formula based on regional needs. This formula was developed using demographic data on adult populations, literacy, educational attainment, and immigration as well as Consortium size and capacity. For the 2015–16 fiscal year, Consortium allocations were disseminated via two channels: Maintenance of Effort (MOE) funding, distributed in 2015, and Non-MOE allocations, distributed between August 2015 and May/June 2016 (see details in Table 1). Complete distribution schedules for each Consortium are located in Appendix B.

Table 1. Details on Funding Processing 2015–16 to State Controller’s Office

Item	Month	Amount
AEBG MOE Apportionment	August 2015	\$336,867,867
AEBG Non-MOE Apportionment	September 2015	\$74,957,388
AEBG Non-MOE Apportionment	October 2015	\$2,182,326
AEBG Non-MOE Apportionment	November 2015	\$10,547,175
AEBG Non-MOE Apportionment	December 2015	\$38,004,459
AEBG Non-MOE Apportionment	January 2016	\$600,000
AEBG Non-MOE Apportionment	March 2016	\$7,000,000
AEBG Non-MOE Apportionment	April 2016	24,983,653
AEBG Non-MOE Apportionment	May/June 2016	\$4,857,132
Total AEBG Funding		\$500,000,000

In the 2016–17 fiscal year, the dissemination of AEBG funding was streamlined to one funding source, now called Consortia funding. This process combined MOE and Non-MOE allocations and was completed in September 2016 (see Table 2). The funds are apportioned to the Consortia by the State Controller in twelve equal payments on a monthly basis in accordance with *EC* Section 84912.

Table 2. Details on Funding Processing 2016–17 to State Controller’s Office

Item	Month	Amount
AEBG Consortia Apportionment	August 2016	\$133,152,686
AEBG Consortia Apportionment	September 2016	\$366,847,314
Total AEBG Funding		\$500,000,000

The 2015–16 fiscal year distribution of funding from fiscal agents to local providers was slowed due to local capacity, which included the inability of some Consortia to create a governance structure and decide on a fiscal agent type, as well as waits for local board approval of funding. As a result, 15 Consortia elected in 2016–17 to not have a fiscal agent and receive AEBG Consortia funds directly. Consortia choosing direct funds

increased from eight in 2015–16 to 23 in 2016–17 (see Table 3 for comparisons between the years). A trailer bill has since been enacted, as well, that mandates fiscal agents to disburse funds within 45 days to Consortia members.

Table 3. Consortium Fiscal Agents by Program Year

Type of Fiscal Agent	2015–2016	2016–2017
K–12/County Office of Education	15	11
Direct Funded (no fiscal agent)	8	23
Community College	48	37
Total Consortia	71	71

Table 4 illustrates funding allocated to K–12 districts, County Office members, and Community College District (CCD) members for 2016–17.

Table 4. AEBG Funding by Agency Type

Type of Member	2016–2017
K–12/COE	\$366,847,314
Community College	\$133,152,686
Total AEBG Funding	\$500,000,000

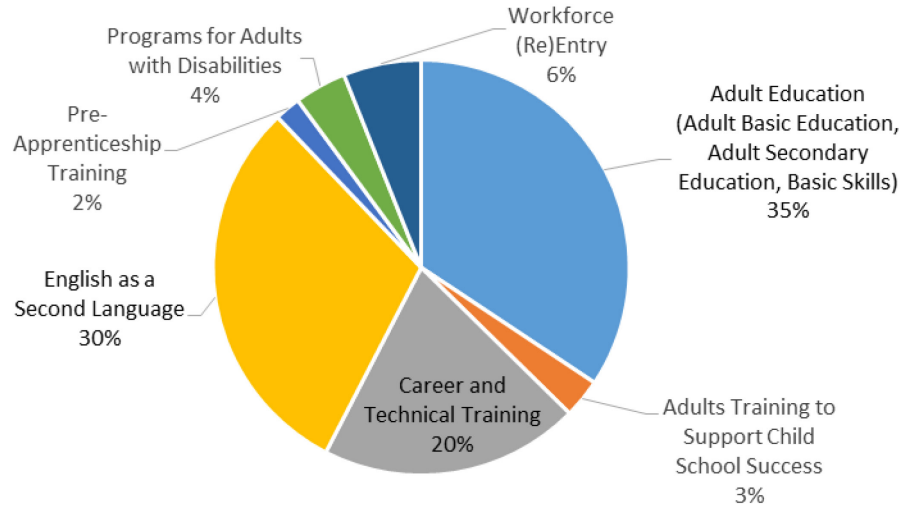
The majority of AEBG funds in 2015–16 and 2016–17 were allocated to K–12 school districts, with smaller shares going to CCDs and other agencies. Table 5 details AEBG funding by agency type.

Table 5. Percent Distribution of Funding by Agency Type (Member Reported)

	CCD	County Office of Education / Regional Occupation Program	K–12	Other
2015–2016	12.39%	1.57%	85.94%	0.10%
2016–2017	11.77%	1.75%	86.38%	0.10%

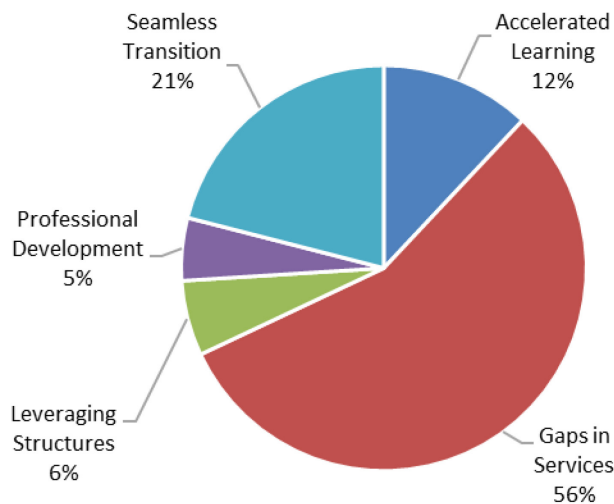
The largest percentage of AEBG funds was allocated to adult education in basic education, basic skills, and secondary education at 35 percent, followed by ESL programs at 30 percent and CTE programs at 20 percent (see Figure 1 for details).

Figure 1. Total 2015–2016 Funding by Program



Consortia identified and have addressed key objectives to support using AEBG funds. Figure 2 shows that the majority of funds, \$259 million, went to fill gaps in services.

Figure 2. Total 2015–2016 Funding by Objective



Next Steps

The AEBG Office pledges to work to ensure that Consortia expenditures are appropriate for regional adult education needs and to fulfill WIOA goals to provide an educated workforce that meets local employer demands. The Office will also maintain open communication with Consortia to make sure educators understand that funding is ongoing and Consortia should spend allocations in a timely manner. Additionally, AEBG State leadership sees a need for further analysis of funding allocation to ensure that needs identified in Consortia annual plans are being met.

TYPES AND LEVELS OF SERVICES PROVIDED BY EACH CONSORTIUM

Data from 2015–16 show that the Consortia have focused efforts in the seven key areas of Adult Basic and Adult Secondary Education, ESL and Citizenship, Adults With Disabilities, Workforce re-entry, Adults Training for Child School Success, CTE, and Apprenticeships. With a total estimated and duplicated enrollment of 2.3 million adults in these programs statewide, Consortia are working to produce a new pipeline of skilled workers and educated citizens. CDE and the CCCCCO will further refine the data to cull details for the February 2017 report about adult learners in the state supported through AEBG funds. As noted earlier in this report, a full review of each Consortium’s current progress and plans is available via links to their reports (see Appendix A).

Table 6 below shows that the greatest number of adult learners in Consortia are enrolled in adult education segments of Adult Basic Education (ABE), Adult Secondary Education (ASE) English and Basic Skills. This is followed by ESL students and then students in CTE and English learners/citizenship programs. The CDE and CCCCCO have identified exemplary practices to showcase successes within these programs. Among these, the Delta Sierra Regional Alliance has developed a bridge pathway system to integrate a K–12 based adult education system with community colleges using career pathways. The goal is seamless transitions for adult learners by building students’ familiarity with community college and accelerating matriculation into a degree program. The alliance has also added a regional transition coordinator for its Consortium to enhance this bridge opportunity. Other notable successes are highlighted in this report.

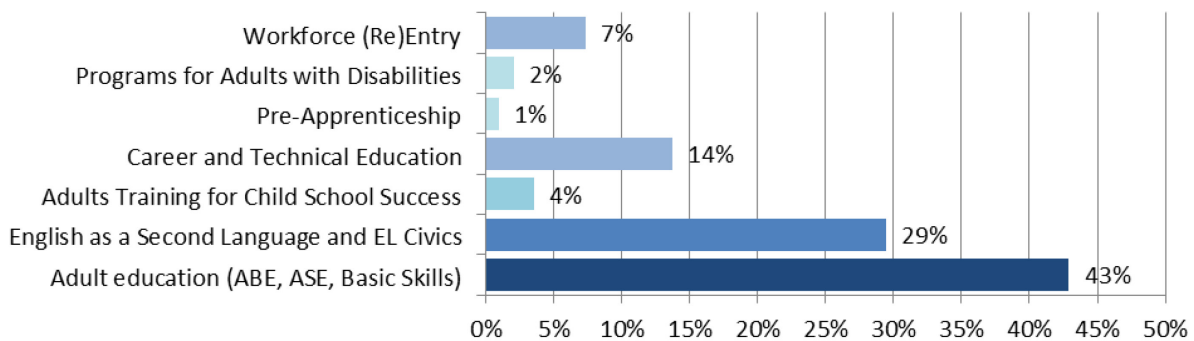
For 2015–16, member agencies reported 1.1 million adults served (unduplicated) by AEBG instructional programs and services (see Table 6). Also reported were total unduplicated counts of adults having benefited from AEBG support and career services (n = 722,001) and adult students in AEBG programs having received a minimum of 12+ hours of instructional contact time (n = 884,103). Since adults may be enrolled in more than one AEBG program area, unduplicated counts of students within but not across programs were collected, as were enrollments.

Table 6 and Figure 3 detail student enrollment in all targeted program areas throughout the Consortia, duplicated and unduplicated.

Table 6. AEBG Enrollment in Programs and Services (Unduplicated and Duplicated)

Program Areas	Total Students (Unduplicated)	Enrollment (Duplicated)
Adult Education (ABE, ASE, Basic Skills)	524,000	994,000
English as a Second Language and EL Civics	304,000	682,000
Career and Technical Education	145,000	318,000
Workforce (Re)Entry	50,000	171,000
Adults Training for Child School Success	30,000	83,000
Programs for Adults with Disabilities	17,000	48,000
Pre-Apprenticeship	10,000	22,000
Total	1.1M	2.3M

Figure 3. Total Enrollment by Program Area



See Table 7 to view the number of K–12 and CCDs offering adult learner programs, by type of program.

Table 7. Number of K–12 and Community College Districts Offering Programs by Type of Program

	K–12 Districts			Community College Districts		
	2008–09	2013–14	2015–16	2008–09	2013–14	2015–16
ABE/ASE	206	195	212	70	70	60
ESL and Citizenship	179	169	174	67	66	59
Adults with Disabilities	84	55	46	60	55	28
Workforce (Re)Entry	*	*	53	*	*	18
Adults Tr. Child Sc. Success	*	*	49	*	*	13
CTE	129	114	130	43	39	31
Apprenticeship	21	21	17	20	20	9

*No data available

Next Steps

Further study of the data is required to analyze the enrollment numbers included in Figure 3. As noted elsewhere in this report, the AEBG Office will continue to refine the data to add new insight in the AEBG February 2017 report. Additionally, WIOA Title II data will be submitted and included in the February report.

EFFECTIVENESS OF CONSORTIA

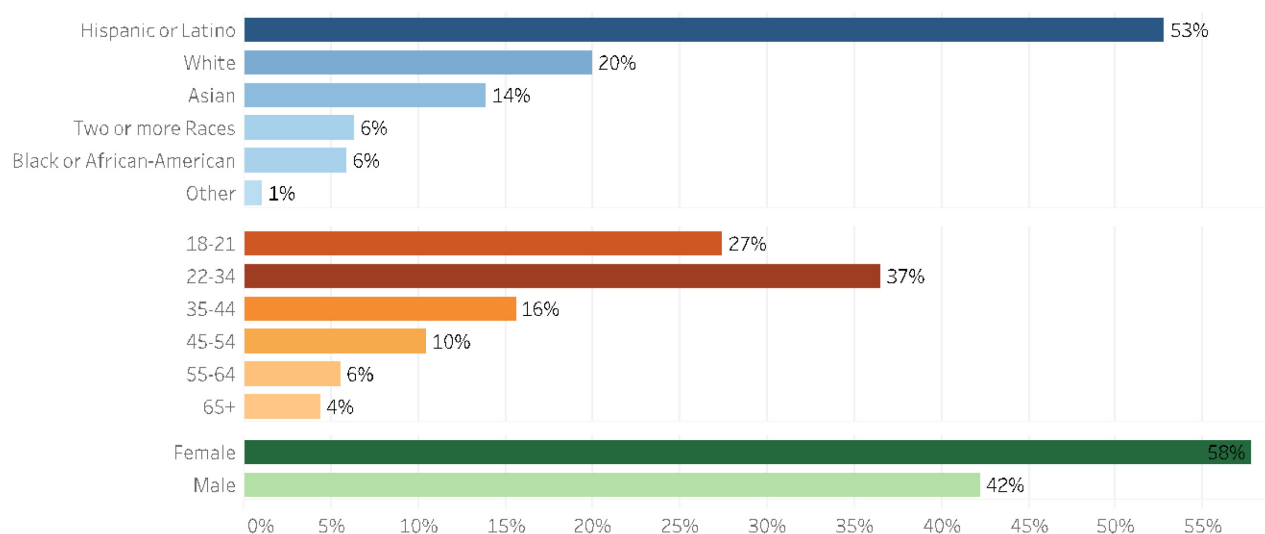
AB 104 establishes foundational performance measures to be used for the purpose of evaluating the effectiveness of each Consortium. These measures include, but are not limited to, the number of adults served by a Consortium and how many of these adults have demonstrated improved literacy skills, completed high school diplomas or recognized equivalents or postsecondary certificates, degrees, and training programs, as well as job placement and improved wages. While CDE and CCCCCO continue to evaluate data to illustrate performance in each of these areas, a particular focus of the 2015–16 data collection effort was to obtain a clearer picture of the populations benefiting from AEBG programs and services.

Demographics

In 2015–16, 321 Consortium members reported over 2.3 million enrollments (duplicative) across AEBG program areas, as noted above in Table 6. The highest proportion of adult education enrollments are in ABE/ASE (43 percent) followed by ESL (29 percent). Together these two program areas account for over 72 percent of the adult education enrollment in California.

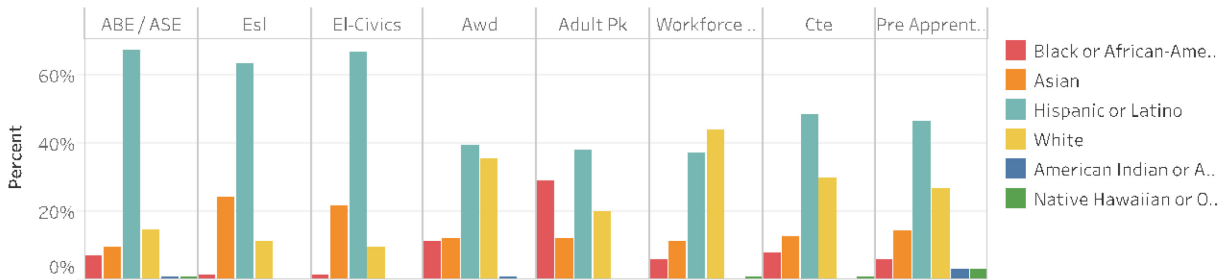
Among the 324 Consortium members reporting data, the largest ethnic groups of adult learners enrolled in AEBG programs are Hispanic or Latino (53 percent) and White (20 percent). Adults served are predominantly between the age of 22 and 34 (37 percent) and are most often female at 58 percent (see Figure 4).

Figure 4. Adult Learner Demographics by Ethnicity/Age/Gender



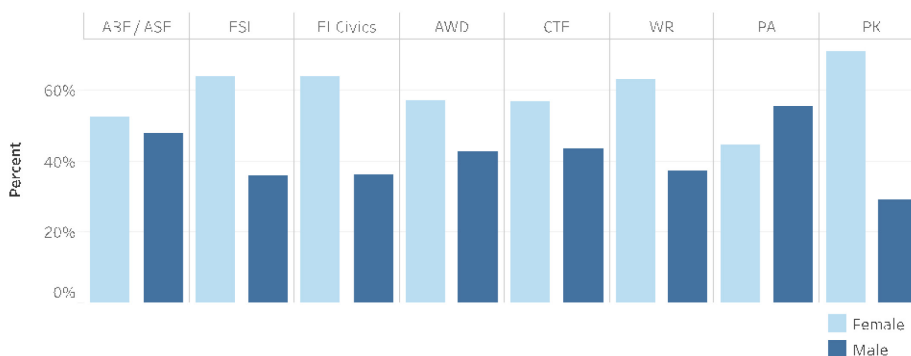
Among ethnic groups, Hispanic or Latino adult learners constitute the highest proportion of enrollments in all program areas with the exception of Workforce (Re)entry (see Figure 5).

Figure 5. Distribution of Adult Learners by Race/Ethnicity and Program Area



Females outnumber male adult learners in all AEBG program areas, most notably in Adults Training for Child School Success. The ratio is most proximal in ABE/ASE (see Figure 6).

Figure 6. Adult Learners by Gender and Program Area



Given the popularity of ESL programs, some Consortia have been busy developing plans to help adult immigrants integrate into communities. South Bay Consortium for Adult Education, for example, has implemented Immigrant Integration Pathways in AEBG Programs. Research shows that community integration for immigrants facilitates advancement in career pathways. A project of ALLIES (a non-profit focusing on connecting ESL programs in the Silicon Valley), and Working Partnerships USA (a labor-based organization), provide a framework for working with adult immigrants to integrate into communities. It developed metrics of progress in areas such as financial security, health and well-being, credentials and residency, providing for family, participation in civic and community life, and career advancement. Immigrant integration is critical to support the goals and achieve the desired outcomes of AB 104.

Equipping the thousands of adult learners who need basic skills assistance with tools to succeed in the workforce was a priority for North Alameda County Consortium for Adult Education. The Consortium realized that many students were interested in pathways but never completed introductory courses to get the job skills they needed. The Consortium developed an innovative spin on I-BEST model (Integrated Basic Education and Skills Training) by using Oakland Adult School instructors to assist students with their math and English skills at the same time they learned job skills. Embedded basic skills

assistance resulted in improved retention rates for the course and improved persistence rates for enrollment in subsequent skills courses.

Approach to Measuring Effectiveness

In 2015–16, the initial year of AB 104 implementation, the CDE and the CCCCCO determined that the complexity and scale of the system required the agencies to coordinate its approach to effectiveness in several phases. The factors that precipitated that approach were *(1) the need to establish accountability measures that are effective and (2) aligned with related state and federal standards for adult education programs and occupational training*. Consequently, the CDE and CCCCCO sought the mechanism to collect performance data as required in the legislation. The Legislature required that CDE and CCCCCO share data between them and allocated \$25 million to ensure that takes place.

Phase 1

In this initial year, the strategy was to obtain baseline data. The CDE and CCCCCO contracted with WestEd—a nonpartisan, nonprofit research, development, and service agency—to develop a portal to collect data from the 71 AEBG Consortia representing over 300 providers. The student data were entered via the Portal in August 2016, providing valuable performance measures. The AEBG Office hosted webinars throughout June and July 2016 to help Consortia have a better understanding of the data collection instructions and how to file the data in the AEBG Portal. At the same time, AB 104 funding of \$22.25 million was released to the field to resolve local AEBG data collection needs; foster regional and local system integration; coordinate regional intake, assessment, and referral; align efforts under WIOA; and ultimately to connect to a state level AEBG Data System that was slated for development. Instructions and requirements were issued and posted on the website along with other resources:

- Data and Accountability Instructions
- Data and Accountability Guidance
- Data and Accountability Workbook - Budget and Work Plan
- Student Data Collection Guidance and Related Resources

These and other materials related to AEBG Data and Accountability funding may be found at the AEBG website at <http://aebg.cccco.edu/For-AEBG-Grantees/AEBG-Data-Accountability-Allocation>.

AEBG Consortia three year plan and annual plans may be accessed via the Consortium Directory page of the AEBG Web site at <http://aebg.cccco.edu/Consortia>.

Phase 2

In 2016, the AEBG Office responded to the new WIOA by aligning student data collection and performance measures with federal outcomes. Assistance will be given to AEBG providers in the alignment of outcomes and standardized reporting. This final phase of developing a statewide data and accountability system is underway. The NSPARC is working with the AEBG office and providing assistance in the design and development of a statewide data clearinghouse. This statewide system will house and process AEBG data encompassing unit records from multiple sources. NSPARC is assisting the AEBG Office to develop and implement policies and procedures to accept data exports from various systems, build capacity to line up records across multiple sources and entities, generate state and federal reports, and conduct ad hoc analyses for strategic planning and continuous improvement purposes. This AEBG clearinghouse will be capable of meeting state and federal reporting requirements across CCCCO and CDE partners in California's 71 Consortia. Performance measures cited in WIOA, Title I, Section 116:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
- The indicators of effectiveness in serving employers established pursuant to Clause (iv)
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to Clause [iv]), during participation in or within 1 year after exit from the program
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment

Both short-term and long-term goals have been set. Short-term activities include the establishment of a data clearinghouse to fulfill the purposes set forth by the legislation. Long-term goals imply the establishment of a system that will allow for the generation of a single customer record designed for the purposes of case management, continuous improvement, and reporting and data tools. This system will allow for real-time data exchanges. The work underway will define how measures will be operationalized and establish memorandums of understanding for data transfers. One challenge is that some data will come with Social Security numbers while others might not. As such, a

process must be in place to assign a unique ID to ensure data alignment across multiple sources of data.

The AEBG Office designated a WIOA alignment subgroup to oversee the development of the statewide system utilizing WIOA Title II infrastructure to collect data for AEBG funded activities. This core team is developing a work plan and process map. It is anticipated that this system will be in place in 2018.

WIOA Alignment

WIOA Title II is federal funding that provides supplemental dollars to adult education state agencies. The CDE oversees and monitors the funding of 200 agencies including adult schools, community colleges, community-based organizations, libraries, corrections, and jail education programs in California. The funding is supplemental to the overall adult education programs providing supportive dollars to enhance them. Eighty-five percent of WIOA Title II programs are already aligned with regional Consortia.

When WIOA was passed two years ago by Congress, the new legislation mandated that all Titles I-IV work more closely together. At the local level AEBG programs are aligning with WIOA Title II through AEBG and federal mandates. This translates into adult schools and community colleges working with the local workforce development boards (LWDBs) that receive WIOA Title I funds to develop seamless services between local adult education schools and programs to America's Jobs Centers of California. These services include counseling, job development, and employment opportunities. Adult schools and community colleges of local regional Consortia have developed a Phase I Memorandum of Understanding, as mandated by federal WIOA implementation.

Phase I is a commitment between all WIOA-funded agencies to begin working together by indicating what each program does for their shared clients. Most WIOA Title II agencies have completed that process. Phase II will begin this year as local agencies further develop their commitment and look more specifically at administrative and local cost sharing.

In the next year, CDE will run a new competition for WIOA Title II funds. Local adult schools and community colleges from regional Consortia will have opportunities to work with their LWDB to review the LWDB plans for alignment while the LWDBs will be able to review and provide comment on the Title II applications. This is the first time that this collaborative process will take place.

At the state level, following the passage of the federal WIOA legislation, CDE and the CCCCCO have worked closely with all state agencies, most notably the California Workforce Development Board (CWDB). Over two years, the CWDB has worked with CDE, the CCCCCO, the California Department of Rehabilitation, the California Department of Health, and the California Employment Development Department to develop a State Plan for WIOA implementation in California. This is the first time that WIOA Titles I-IV have submitted a unified plan that links all programs at the state and

local levels. In addition, we are creating statewide data sharing agreements in order for each department to collect and share data appropriately showing the progress adult learners and workers are making as a result of their enrollment in WIOA. One of the latest areas under development is a federated data system that would assist state agencies with providing information on activities including Adult Education and the workforce. This is a long-term area for development.

The CWDB is coordinating the process for LWDBs to complete and submit their local WIOA plans. The CWDB has been working closely with the CDE to ensure a fair and equitable process for review of plans in coordination with the state competition. This process will occur this year, with July 1, 2017, being the first year of full implementation of WIOA. In the last two years, the CWDB, CDE, and the CCCCCO have been rolling out the State Plan jointly by meeting with stakeholders at regular and special meetings, conferences, and workshops. The effect of this joint effort shows all stakeholders in Titles I–IV and AEBG the importance of collaboration to ensure that the needs of California’s adult learners and workers are met.

AEBG Office Infrastructure

Data collection and accountability are integral to the infrastructure of the AEBG office. The structurally aligned AEBG office consists of teams of CDE and CCCCCO individuals whose primary purpose is to provide resources and training that meets the administrative, programmatic, and fiscal needs of all regional Consortia. The following diagram (Figure 7) depicts the current alignment, to date, with the available flexibility to augment the teams as the adult education system expands (see details of AEBG office achievements and accomplishments in Appendix C).

Figure 7. AEBG Office Alignment



- **Governance and Policy Team** serves in a multifaceted capacity. Their primary role is to ensure that the state level structure, to develop and enforce policies, supports the legislative mandates under which the regional Consortia must adhere. To that end, they provide the organizational guidance that encompasses short- and long-term strategic planning that leads to policy development in a variety of areas.
- **Fiscal Team** consists of AEBG office staff and fiscal department staff from CCCCO and CDE. They work in concert to, at a minimum disburse apportionments, develop guidance, and monitor expenditures. This team has been meeting for a year and has been providing these tasks developed at the beginning of the AEBG process and is instrumental to the ongoing success of the collaboration between CDE and CCCCO.
- **Data, Accountability and Reporting Team** works with local agencies as well as across multiple state agencies to collect and aggregate statewide data. This team is working to develop a data system with the capacity to interact with data systems at multiple state agencies but also to assist local areas to provide data, aspiring to develop a seamless transition for adult learners through the adult literacy system, workforce system, and/or postsecondary institutions.
- **Field Capacity Building Team** serves as a conduit, through various media to the 71 Consortia. They provide resources and technical support to members in a range of areas such as Curriculum and Instruction, Professional Development, and Practices with Promises, to name a few.
- **External Communications Team** is responsible for providing internal and external communications. This includes processes and techniques for disseminating information from the AEBG Office to the CDE, CCCCO, and the field.

Next Steps

The AEBG office will provide improved, specific guidance for data collection for the 2016–17 and 2017–18 school years. In addition, the office will work with the Data, Accountability, and Analysis Team to develop a new data system that provides more ongoing and robust adult education data that is poised to enhance a greater statewide workforce data system. The AEBG office will implement the AEBG office infrastructure and incorporate field involvement by participation from all stakeholder groups. Ensuring that local Consortia are meeting the needs of adult learners and the workforce is paramount. The AEBG office will contract with a CCD or LEA to provide ongoing technical support to all Consortia members that includes mentoring, site visit exchanges, facilitation support and workshops, conferences, and state level professional development. For more information on *Promising Practices* and the effectiveness of Consortia in serving communities' needs, please go to the AEBG Web site at <http://aebgpracticeswithpromise.com/>.

RECOMMENDATIONS

The groundwork for developing an infrastructure on which to build and sustain the program has begun. However, additional work still needs to be completed for long-term sustainability at the state and local levels. The work includes the following continuing projects to support the growth of the new adult education system:

- Ongoing analysis of Consortia annual plans to determine effectiveness in meeting the needs identified and the impact of funding on meeting needs
- Continued development of a data clearinghouse that provides accurate data for reporting and data-based decision making as Consortia continue to implement adult education services
- Continued identification and alignment of student outcomes with WIOA metrics
- Ongoing review of opportunities to align AEBG work with current systems, programs, initiatives, and funding streams to create greater access for students and leverage and strengthen resources

CONCLUSION

AEBG funds have provided the backbone for an unprecedented delivery of services to adult learners. School districts, community colleges, local workforce boards, and community agencies are working together as never before to add new and expanded course offerings in ESL and basic skills, adult secondary education, and CTE pathways, among other vital services. Tuition-free offerings, as well as strengthened wraparound services and peer assistance, are all evolving to meet more students' needs and support workforce initiatives. Though gaps remain in articulating the full impact of Consortia efforts, the development of an infrastructure on which to build, sustain, and document a successful, integrated AEBG program has begun. Two years of strategic planning and a year of implementation have resulted in innovative offerings, fresh data, and ample promising practices to build toward the future.

APPENDICES

APPENDIX A. CONSORTIUM PLANS BY CALIFORNIA REGION

#	Consortium Name	Link
1	Allan Hancock Community College Consortium	[link]
2	Antelope Valley Regional Adult Education Consortium	[link]
3	Barstow Area Consortium for Adult Education	[link]
4	Butte-Glenn Adult Ed Consortium	[link]
5	Santa Cruz County Adult Education Consortium	[link]
6	Partnership for Adult Academic and Career Education	[link]
7	Chabot-Las Positas/Mid-Alameda County Consortium	[link]
8	West End Corridor/Chaffey Regional AE Consortium	[link]
9	Citrus College Adult Education Consortium	[link]
10	Coast Adult Education Consortium	[link]
11	Tri City Adult Education Consortium	[link]
12	Contra Costa Adult Education Consortium	[link]
13	Morongo Basin AEBG Consortium (Copper Mountain)	[link]
14	Desert Regional Consortium	[link]
15	South Bay Adult Education Consortium (El Camino)	[link]
16	Feather River Adult Education Consortium	[link]
17	Foothill De Anza / NSCCSTC	[link]
18	Gavilan Regional Adult Career and Education Services	[link]
19	Glendale Community College District Regional Consortium	[link]
20	San Diego East Region Adult Education Consortium	[link]
21	Salinas Valley Adult Education Consortium	[link]
22	Imperial County Adult Education Consortium	[link]
23	Kern AEBG Consortium	[link]
24	Lake Tahoe Adult Education Consortium	[link]
25	Lassen County AB86 Consortium	[link]
26	Long Beach Adult Education	[link]
27	Los Angeles Regional Adult Education Consortium	[link]
28	Capital Adult Education Regional Consortium	[link]
29	Marin County Adult Education Block Grant Consortium	[link]
30	Mendocino-Lake CCD	[link]
31	Gateway Adult Education Network	[link]
32	Coastal North County Adult Education Consortium	[link]
33	Monterey Peninsula CCD	[link]
34	Mt. San Antonio Regional Consortium for Adult Education	[link]

#	Consortium Name	Link
35	Southwest Riverside County Adult Education Regional Consortium	[link]
36	Napa Valley Adult Education Consortium	[link]
37	North Orange County Regional Consortium for Adult Education	[link]
38	Southern Alameda County Consortium (Ohlone CCD)	[link]
39	Palo Verde Consortium	[link]
40	Education to Career Network of North San Diego County	[link]
41	Pasadena Area Consortium	[link]
42	Northern Alameda Consortium for Adult Education	[link]
43	Rancho Santiago Adult Education Consortium	[link]
44	North Coast Adult Education Consortium	[link]
45	Rio Hondo Region Adult Education Consortium	[link]
46	About Students Regional Consortium, Riverside	[link]
47	San Bernardino Community College District Consortium	[link]
48	San Diego Adult Education Regional Consortium	[link]
49	San Francisco Adult Education Consortium	[link]
50	Delta Sierra Regional Alliance (San Joaquin Delta)	[link]
51	South Bay Consortium for Adult Education	[link]
52	San Luis Obispo County Adult Education Consortium	[link]
53	ACCEL San Mateo County	[link]
54	Santa Barbara AEBG Consortium	[link]
55	Santa Clarita Valley Adult Education Consortium	[link]
56	Santa Monica Regional Consortium for Adult Education	[link]
57	Sequoias Adult Education Consortium (SAEC)	[link]
58	Shasta-Tehama-Trinity Adult Education Consortium	[link]
59	Sierra Joint Consortium	[link]
60	Solano Adult Education Consortium	[link]
61	Sonoma County Adult Education Consortium	[link]
62	South Orange County Regional Consortium (SOCRC)	[link]
63	South Bay Adult Education Consortium/Southwestern	[link]
64	State Center Adult Education Consortium	[link]
65	Ventura County Adult Education Consortium	[link]
66	Victor Valley Adult Education Regional Consortium	[link]
67	West Hills College Consortium	[link]
68	West Kern Consortium	[link]
69	Yosemite (Stanislaus Mother Lode) Consortium	[link]
70	North Central Adult Education Consortium (Yuba)	[link]

#	Consortium Name	Link
71	Adult Education Pathways	[link]

APPENDIX B: CONSORTIUM PLAN SUMMARIES

01 ALLAN HANCOCK

PLAN SUMMARY

The Allan Hancock Community College consortium consists of two distinct adult education providers: Allan Hancock Joint Community College District (AHC) Community Education and Lompoc Unified School District's (LUSD) K-12 Lompoc Adult School (LAS). In addition, the Santa Barbara County Department of Social Services co-located at the local Workforce Resource Center serves as a consortium member. The consortium will build upon the gaps and needs identified in the summary of recommendations from the AB86 consortium planning project and continue to assess the adult education landscape in the region.

Specifically, in 2016-2017, the consortium will work collaboratively to focus on several main goals:

1. Assess regional adult education needs to provide ongoing input:
 - a. Establish advisory board and work groups for each program area to elicit ongoing feedback on current needs and regional trends.
 - b. Survey employers, the community, CBOs, staff, faculty, and current students to assess needs and track changing trends.
2. Align placement, assessment, articulation, and curriculum between AHC and LAS, as feasible.
3. Increase vocational programs and pathways to postsecondary education by developing new programs and certificates:
 - a. Create pathways to employment for individuals to re-enter or enter the workforce in order to earn a living wage.
 - b. Create pathways to postsecondary education and credit degree programs for academic and career success.
 - c. Provide instruction to individuals to obtain the English language and basic skills needed to obtain employment or transition to postsecondary education.
 - d. Meet the needs of adults with disabilities.
 - e. Prepare adults to assist elementary and secondary students succeed in school.
4. Strengthen program infrastructure/develop human capital to provide a better quality program.
5. Develop data gathering and data sharing methods that allow for a more integrated regional approach to adult education.
6. Leverage existing resources and expand quality educational opportunities for all students.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>The consortium has several important successes to report regarding expanding services, and progress toward the consortium's goals. The consortium</p> <ul style="list-style-type: none"> • developed nine new vocational certificate programs currently under curriculum review; 	<p>The consortium has faced some challenges:</p> <ul style="list-style-type: none"> • The slow approval process for new courses and programs, which inhibit LAS and AHCs ability to implement new programs as quickly as needed. Because of this, we do not expect to see the full impact of our efforts to expand and develop

- developed human infrastructure that includes instructional assistants, an outreach specialist, and soon-to-hire assessment technician and faculty program leads;
- formed a new partnership with Children’s Resource and Referral to support development of vocational certificate for daycare providers;
- established work groups/advisory boards to provide continuous feedback to the consortium;
- AHC launched the Reading Plus pilot project;
- LAS continued use of Reading Plus programs;
- implemented CASAS assessment at AHC;
- LAS continued use of CASAS;
- provided professional development to faculty and staff;
- collaborated with community organizations to leverage resources;
- AHC and LAS adopted and aligned new ESL textbooks;
- hired a consultant to develop strategic plan to enhance current programs and future expansion;
- sought ongoing feedback from students, staff, and community through surveys and meetings.

new programs and serve more adult students until 2017-2018.

- Inability to hire full-time, permanent staff and faculty. Because AEBG funding is deemed temporary, this affects the consortium’s potential.
- Inability to easily share student data between members, track students who transition between adult education providers, track employment and wage data. We expect the accountability funds to allow us to help with this issue.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> • AHC increased number of students passing the GED exam: 76 students earned their GED in 2015-2016 compared to 55 in 2014-2015. • AHC implemented the Reading Plus pilot project to serve students in ESL, high school 	<ul style="list-style-type: none"> • The slow approval process for new courses and programs, which inhibits the consortium’s ability to implement new programs as quickly as needed. Because of this, we do not expect to see the full impact of our efforts to expand and develop new programs and serve more adult

diploma, and GED prep programs. LAS continue to implement Reading Plus program.

- Obtained approval for a pre-GED course to meet the needs of students with low-level basic skills.
- Piloted CASAS assessment at AHC with full implementation expected in fall 2016. LAS will continue assessing students with CASAS. In the future, the AHCC consortium will have a uniform platform to obtain data and provide professional development opportunities based on the National Reporting System reports.
- Continued to offer vocational training programs and develop nine new noncredit certificate programs.

students until 2017-2018.

- Inability to hire full-time, permanent staff and faculty. Because AEBG funding is deemed temporary, this affects the consortium's potential.
- Inability to easily share student data between members, track students who transition between adult education providers, track employment and wage data. We expect the accountability funds to allow us to help with this issue.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Allan Hancock Joint Community College District	\$630,850
2	Lompoc Unified School District	\$908,755
3	Santa Barbara County Workforce Investment Board*	\$0
Grand Total		\$1,572,186

The consortium has designated a fiscal agent

02 ANTELOPE VALLEY

PLAN SUMMARY

The overarching mission of the Antelope Valley Regional Adult Education Consortium (AVRAEC) is to strengthen all areas of adult education in the Antelope Valley. As we move into year two of the performance phase, the AVRAEC remains committed to our collaboratively determined priorities of the consortium and community:

1. Maintaining current successful programs offered by members of the consortium is our number one priority. While the consortium recognizes a need for growth in many areas, it also recognizes a need to maintain programs that are thriving and servicing adults of the region now.
2. The consortium feels that supporting growth in the following areas will give the region the greatest gains:
 - a. Career Technical Education and Apprenticeships
 - b. English as a Second Language and workforce preparation
 - c. Adult Basic Education
 - d. Adults with Disabilities
 - e. We have incorporate the two additional program areas for older adults into each of these areas

VISION:

The consortium vision is to create Adult CTE centers that will be able to house training programs across all CTE industry sectors. These training centers will allow us to expand workforce development training so that we may serve the maximum number of citizens of the region as possible. These centers will also allow us to offer more ABE and ESL classes at our current Adult Education facilities, effectively making progress towards three of our four goals.

ACCOMPLISHMENTS:

In 2015-16, the consortium moved from the AB86 planning phase to the AB104 performance phase. The consortium collaborated to open multiple CTE, ESL, and ABE programs. Specifically, the following programs were started during the 2015-16 school year:

- Computer networking
- Welding
- Automotive
- High School Equivalency in Spanish
- High School Equivalency
- High School Diploma

PRIMARY GOALS FOR 2016-17:

To reach the overarching three year goals, the consortium has identified the creation of two CTE training facilities as the primary goal for 2016-17. We are in negotiations to lease a 12 classroom facility in the city of Lancaster that will be located in the revitalized health district dubbed "Medical Main Street." This facility will house a variety of CTE programs both directly and indirectly related to the medical field. Additionally, the consortium is planning to purchase and construct a facility on the Rosamond High School campus that will house CTE programs related to the

building and trades CTE industry sector, and the manufacturing and product development industry sector. These two facilities will also give us the space and flexibility needed to branch out into other industry sectors as needed.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> As a consortium, we were able to offer new services to residents of the region, as well as expanded services of current programs. For example, this year we were able to offer ESL, ABE, and high school diploma classes in the cities of Rosamond, Lancaster, and Palmdale. In the past, many of these services were primarily offered in Lancaster only. This expansion allowed many residents of the region the ability to access the programs with much more ease. We were also able to open various CTE programs such as welding, automotive, and computer networking. Each of these programs lead to industry certification in areas of employment need in the Antelope Valley. 	<ul style="list-style-type: none"> As a consortium we have grappled to find a common vision of what our first steps should be to reach the greatest amount of people possible. Each member organization has a common understanding of the needs of the region, but we often have differing opinions on how to best reach solutions for those needs. Another challenge is the alignment of student data collection systems as well as assessments. Agencies use different identification systems for students which makes it difficult to track students across programs without a common identifier.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> As a consortium we have determined expansion of adult CTE programs to be our top priority. To address this, we have opened programs across a number of CTE career sectors. Examples of these programs are: welding, automotive technician, computer repair technician, and person fitness trainer. 	<ul style="list-style-type: none"> The greatest challenge we have faced is having the facilities to offer programs. The consortium has made it a priority to find additional facilities to house a variety of adult CTE programs.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Antelope Valley Community College District	\$0

#	Member Name	Total AEBG Funds
2	Antelope Valley Union High School District	\$3,712,115
3	Southern Kern Unified School District	\$45,390
Grand Total		\$3,803,733

The consortium has designated a fiscal agent

03 BARSTOW

PLAN SUMMARY

No annual plan was submitted. See below for funding plan.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Baker Valley Unified School District	\$115,000
2	Barstow Community College District	\$0
3	Barstow Unified School District	\$522,308
4	Silver Valley Unified School District	\$200,000
Grand Total		\$860,324

04 BUTTE-GLENN

PLAN SUMMARY

The Butte Glenn Adult Education Consortium helps adults learn the basic academic and work readiness skills needed to become employed and increase their career opportunities. Through our network of participating school districts, educational providers, workforce development, and human services organizations, we connect adults in Butte and Glenn Counties to educational programs that meet employer needs, enabling our students and our region to grow and thrive.

During the 16-17 fiscal year the consortium will continue to grow the new OAS Chico Center offerings to include ESL. Butte County ROP will build a construction pre apprenticeship. Hamilton High school will expand it's fork lift operator training's that were begun last year. Glenn County County Office of Ed will continue to serve students with disabilities in their Rusty Wagon operation, as well as expand ESL offerings to local residents. Paradise will grow it's HSE/HSD program to rural areas not previously served.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none">During the 15-16 fiscal year a new adult center was opened, 2 new programs were developed and 2 new programs were implemented with block grant funding. The consortium worked collaboratively during the year and began work on building a regional website and a regional marketing campaign.	<ul style="list-style-type: none">The main challenge was finding qualified teachers to teach courses. Members continue to express concerns over the ability to continue to grow programs with a fixed funding amount and mounting employment costs (ie. medical benefits, PERS/STRS, minimum wage, etc.)

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<ul style="list-style-type: none">The consortium utilized the regional website as a repository of professional development activities. With the focus in this year on building programs, most energy was spent towards growing programs and not on professional development.	<ul style="list-style-type: none">There is only so much money and so much manpower available to offer professional development activities.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Butte County Office of Education	\$134,617
2	Butte-Glenn Community College District	\$208,725
3	Glenn County Office of Education	\$428,322
4	Hamilton Unified School District	\$193,993
5	Oroville Union High School District	\$1,009,059
6	Paradise Unified School District	\$75,403
Grand Total		\$2,077,938

The consortium has designated a fiscal agent

05 SANTA CRUZ

PLAN SUMMARY

OUR OBJECTIVES FOR THE 2016-17 YEAR ARE AS FOLLOWS:

1. Continue to develop a working partnership among the four Consortia members
2. Continue to provide support and guidance to our Program Director who will serve as staff to the Consortia
3. Restructure the Steering Committee to work through the recommended distribution of the Consortia funds among the four members, continue the development and implementation of workplans, and provide coordination between the members involved
4. Continue to develop the capacity to collect and report a set of metrics for measuring pathway performance consistently defined across all members
5. Determine how to provide expanded services in the Santa Cruz area and develop a plan to offer services in the San Lorenzo Valley
6. Articulate ESL pathways across our member institutions and expand ESL offerings to meet the community's needs
7. Articulate 1-3 CTE pathways across our member institutions, one of these combining English and occupational skills
8. Develop and offer programs in Professional Development focusing in on Adult Learning Theory for Faculty, Classified Staff, and Administrators across all member institutions
9. Research direct funding option for the 17-18 fiscal year
10. Research and look into "maintenance of capacity" to help maintain and sustain the current and classes added in the last fiscal year

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>The Santa Cruz Adult Education Consortia experienced several success in the fiscal year of 15-16 including:</p> <ul style="list-style-type: none"> • The two Adult Schools offered ESL and ABE/ASE classes for the summer 2016. • The Community College purchased materials needed for the launch of a new ESL noncredit program critical for linking Adult School ESL and ABE/ASE with the college's ESL program. • The Adult Schools and the Community College faculty mapped and aligned all ESL classes to improve student transition from one entity to the 	<p>In the 15-16 fiscal year, the Santa Cruz Adult Education Consortia saw some obstacles/challenges to overcome which included:</p> <ul style="list-style-type: none"> • With the hiring of the Program Director in the middle of the fiscal year, the Consortia had much ground work to cover to meet and keep up with current items. We had to spend down AB86 funds by December 2015 and plan for AB104 with only 6 months remaining in FY15-16. These two items would normally take much longer to accomplish. • Formation of a Steering Committee and Working groups were not implemented until January of

next.

- There is a better understanding of Adult Education and communication among the member districts.

2016, leading to a delay in how the 15-16 Consortia non-MOE funds were to allocated.

- Since the funds were not allocated until mid-Spring of 2016, certain items had to be rescheduled to occur at a later implementation date.
- The merger of the two Adult Schools into one LEA complicated the allocation of current funds as well as determining procedures for allocating future funding.
- Communication difficulties among Consortia partners led to some issues of trust, and the bridge has been a learning process for all entities on communication, transparency, and trust.

REGIONAL EFFECTIVENESS

SUCSESSES

- With the formation of the SCAEC Working Groups, the Consortium was able to look at working plans that were put together by Faculty, Classified Staff, and Administrators aimed at targeting and filling the gaps and services needed for the improvements of the students. The Consortia was able to maintain the capacity of current programs being offered with the allocation of the Consortium funds. The Consortium is still focusing on creating and implementing regional workshops throughout the fiscal year to help Faculty, Classified Staff, and Administrators in Professional Development focusing on Adult Learning Theory.

CHALLENGES

- With a late start to allocating the remainder of AEBG funds, our Consortia did not develop a clear professional development plan for FY15-16. The goal for the upcoming year is to develop and implement Professional Development services for the 16-17 fiscal year aimed at helping Faculty, Classified Staff, and Administrators in Adult Learning Theory in a regional effort. As two of our Consortia Members worked through the development of a merger and an MOU between themselves (Santa Cruz City Schools and Pajaro Unified School District) the research and process to expand into the San Lorenzo Valley had to be moved to the 16-17 annual plan until the two existing Adult School entities in the Consortia had a solid foundation to move forward with expanding into new areas.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Cabrillo Community College District	\$378,258
2	Pajaro Valley Unified School District	\$2,119,081
3	Santa Cruz City School District	\$720,794
4	Santa Cruz County Office of Education	\$0
Grand Total		\$3,249,166

The consortium has designated a fiscal agent

06 SOUTHEAST LOS ANGELES

PLAN SUMMARY

The Partnership for Adult Academic and Career Education (PAACE) regional Consortium aims to provide quality education in preparing adults in the Southeast Los Angeles Region to be College and Career Ready. The Consortium is pleased to present this plan to date to meet the needs of adult learners in Southeast Los Angeles County.

Due to the state's severe budget shortfalls since 2008-09, the region is currently serving thousands fewer adult students than it once did in core programs identified as part of Adult Education Block Grant (AEBG):

- Adult Basic and Secondary Education
- English as a Second Language and Citizenship,
- Career and Technical Education,
- Apprenticeships
- Adults With Disabilities

However, 2015-2016 proved to be a year of progress and first steps in the right direction. PAACE has experienced success in providing more course offering and serving a larger number of adults in the areas of English as a Second Language and Career and Technical Education. The Consortium is committed to providing support and deliver services in high-need regional areas like the city of Bellflower.

Due to the state's severe budget shortfalls since 2008-09, the school board in the city of Bellflower voted to close its adult school. Other K-12 districts in the Consortium and Cerritos College held on to much-needed adult education programs, but decreased class offerings. AEBG has brought the local college, Cerritos College, to the forefront in bridging the work that students may start at adult schools to larger goals of job success and academic progress. To this end, PAACE has created a multi-layered approach to streamline assessments and curriculum between the K-12 and community college system. The plan, which started in FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state and federal resources to build a practical, effective network of adult education services.

In the 2015-2016 academic year, the Consortium has been able to build needed partnerships with the Southeast Los Angeles County Workforce Development Board. This will aid the Consortium by tracking student's employability and success transitioning to the workforce. PAACE further seeks to harness the passion of local school administrators to turn attention toward adults needing basic literacy skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success.

The plan falls into the three umbrella categories:

1. Systems Alignment and Regional Equity
2. Counseling Services
3. Data Management

Single-year operational costs are included alongside strategies in Objective tables to detail necessary funding for implementation. Seizing this opportunity to rethink and redesign adult education for the Southeast Los Angeles

County region, the PAACE leadership has developed goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region. However, PAACE is committed to the restoration of funding for critical adult education programs in the region.

Currently, the region’s K-12 partners offer adult education programs without a reliable funding source. Regional plans, goals, and activities cannot be implemented in an environment of adult education programs for which funding and resources have been eliminated. Should no funding become available to support the region’s adult education programs, PAACE will prioritize support for our current successful adult education programs before meeting the larger demands of a regional adult education model.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> In the 2015-2016 program year, the Consortium experienced success in expanding two types of programs ASE and CTE. The Consortium also successfully expanded ESL course offerings across its region. It currently offers a total of 298 ESL courses as a Consortium. During the 2015-2016 academic year, the Consortium was able to serve 18,505 adults with English as a Second Language courses. Norwalk-La Mirada Adult School experienced great success in two programs: English as a Second Language and Career Technical Education. It was able to serve a total of 2,568 adults with course offering in Career and Technical Education. ABC Adult School and Downey Adult School, offer a total of 338 courses between them in the Career Technical Education program. Cerritos College Adult Education program adds equally strong programs in Adult Basic Education and Adult Secondary Education. As a Consortium, we were able to serve a total of 23,592 adults in the area of Career Technical Education program. 	<ul style="list-style-type: none"> The challenges in the 2015-2016 program year, have been an equal distribution of services throughout the region. While some of our Consortium's members excel in providing CTE courses others lack these types of courses. Another challenge has been expanding a bridge between the Adult Secondary Education program and the college offerings. Lastly, the need to develop course offerings which target adults with disabilities and technology. The demand for Career and Technical Education courses is strong in our region. In 2015-2016, the Consortium was able to service 23,592 adult learners in the CTE program. The challenge of systems alignment and regional equity was assessed and given priority in the 2015-2016 academic year. To this end, the Consortium is in the developing stages of a common system for student registration. This will help the Consortium's members make use of all the resources provided in the region. Students can be referred to different agencies to receive the necessary services when their local agency is unable to provide such service.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
The PAACE Consortium is moving forward with the	PAACE faces the challenge of providing

coordination of services among partners and members. Each of the member schools work closely to ensure that students have opportunities to take courses at member schools when not available at their home school. All member schools work with the community college in recruiting students and facilitating the enrollment process by offering college enrollment opportunities and financial assistance workshops at each school. The implementation of K16 Bridge program used by the consortium members is to assist in providing seamless transitions for students between the adult education sites and community college. One of the adult school members in partnership with major company in the region offered a solar installation class which was open to any adult within the region. PAACE is also working with the SELACO WIB and AJCC to bring services to the local school sites. As part of Cerritos College's commitment to student success, students in K-16 Bridge have received step-by-step assistance in completing the college Early Success Program (ESP), enrollment in a Summer Connection course, counseling appointment, career exploration assistance, K-16 Bridge Workshops and a personalized (12-15 units recommended) schedule for their first Fall & Spring Semesters. Along with the K-16 Bridge program, the Consortium is in the developmental stages of My Mentor. My Mentor connects students to post-secondary institutions providing them with a proven process for increased successful college entry. Another priority for 2015-2016 academic year was to create a task force to create two pathways for adult students with disabilities. The task force is charged with developing a College and Technology pathway and a CTE pathway to address the needs of disable students. Cerritos College has added another ESL level course to help ESL students transition with greater ease into college level reading courses. The Consortium has offered and service students in the area of Adults Training for Child School Success through VESL courses.

apprenticeship and pre-apprenticeship training programs within our area. As the Consortium develops course offerings to fill this need, it also struggles with adding class offerings for Adults Training for Child School Success. In the 2015-2016 academic year, only 1070 students received services in Adults Training for Child School Success. The Consortium plans to use My Mentor to refer students to other agencies and help grow this program by adding new courses. Lastly, tracking job success has another challenge. However, the Consortium has successfully signed an Memorandum of Understanding (MOU) with the South East Los Angeles County Workforce Development Board agreeing to have all students tracked by the CalJOBS system. This will help the Consortia members track job success in the future.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	ABC Unified School District	\$8,037,291
2	Bellflower Unified School District	\$12,000
3	Cerritos Community College District	\$1,707,599
4	Downey Unified School District	\$1,353,517
5	Norwalk-La Mirada Unified School District	\$3,975,970
Grand Total		\$13,904,368

The consortium has chosen direct funding

07 MID ALAMEDA COUNTY (CHABOT-LAS POSITAS)

PLAN SUMMARY

No annual plan was submitted. See below for funding plan.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Castro Valley Unified School District	\$2,676,643
2	Chabot-Las Positas Community College District	\$684,487
3	Dublin Unified School District	\$341,998
4	Eden Area ROP JPA	\$0
5	Hayward Unified School District	\$1,859,754
6	Livermore Valley Joint Unified School District	\$469,500
7	New Haven Unified School District	\$226,540
8	Pleasanton Unified School District	\$259,845
9	San Leandro Unified School District	\$1,541,215
10	San Lorenzo Unified School District	\$635,198
11	Tri-Valley ROP	\$2,800
Grand Total		\$8,763,923

The consortium has chosen direct funding

08 WEST END CORRIDOR

PLAN SUMMARY

The West End Corridor Consortium is poised at the intersection of geography and opportunity. The Inland Empire is the fastest growing region in Southern California and projected to last at least the next five years. Further, in the referenced Los Angeles Times article, exceptional growth is predicted in transportation and logistics, as well as warehouse, business and residential construction.

DRIVING ECONOMIC FORCES:

Logistics & Transportation

GROWTH RELATED SECTORS:

- Construction
- Personal Care and Services
- Business and Financial Operations
- Healthcare Support
- Computer and Technical

Following are the recommended steps for implementing the AEBG state plan; the activities of the West End Corridor Consortium are premised on the following sequence:

1. First Year 2015-16: Begin to define and develop specific plans based on the consortium planning work.
2. Second Year 2016-17: Begin the development and implementation of consortium plans on a pilot basis.
3. Third Year 2017-18: Implement consortium plans to maximize regional impact on workforce development and employment.

This past fiscal year of 2015-16, major consortium undertakings were begun. These included the following:

1. A new student data management system, ASAP Version 3, was purchased by WEC in order to manage, aggregate and report student data and outcomes.
2. Instituting the bi-lingual, on-line service career assessment tool, Career Cruising, to provide students with information and pathways to career-planning and employability, and for member agencies, program and articulation development data.
3. The Consortium was expanded to include Baldy View ROP, thus increasing the CTE opportunities available to our adults.

REBUILDING CAPACITY BASED ON UPDATED REGIONAL NEEDS.

- Continued to inform regional stakeholders of our progress through events, publications and mailings, and website.
- Expanded marketing to include website and regional mailings.
- Growth/expansion of ESL programs, including to member K-12 parents, and supplemental software.

- Distance learning has been increased in High School Diploma and GED.
- Opportunities have been added for career advisement, including career centers.
- Relationships with America’s Job Center/WDB/WEWORC.
- Significant professional development with students, staff and instructors.
- Expanding GED/Industry certification testing. (PearsonVUE)
- Initiating the steps necessary for Chaffey Community College and Upland USD to join the WIOA Title II program.
- Increased and updated technology hardware and software across programs.
- Articulation with programs offered by the adult schools and Chaffey College, including the new Intech Center.
- Increased student support services, including orientation sessions in ABE, GED and HSD.
- Refined and expanded corrections programs.
- New CTE course offerings leading to the creation of a logistics pathway.
- Increased connections and communication with local employers.

For 2016-17, scalable pilots will be deployed, course content will be finalized, and new delivery models will be identified. Career Cruising will be partially implemented for both native speakers and ESL students, and course offerings will begin to feature contextualized approaches, VESL, pre-apprenticeships and apprenticeships. Career Centers will be operational and leveraged with existing workforce partner resources. Career-focused professional development will be required of all consortium instructional and support staff. These multiple efforts are being implemented within the prescribed parameters of the AEBG as embodied in AB 104 (2015).

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<ul style="list-style-type: none"> • A new student data management system, ASAP Version 3, was purchased by WEC in order to better manage, aggregate and report student data and outcomes. • Instituting the bi-lingual on-line service of Career Cruising to provide students with information and pathways to career-planning and employability. • The Consortium was expanded to include Baldy View ROP, thus increasing the CTE opportunities available to our adults. • Rebuilding capacity based on updated regional needs. • Continued to inform regional stakeholders of our progress through events, publications and 	<ul style="list-style-type: none"> • Meeting deliverable requirements and deadlines while attempting to implement plan goals and continue to manage the day to day operation of our agencies. • Accommodating new/future membership • Developing systems to accurately track and report expenditures, progress and produce meaningful outcome data • Member availability for meetings and communication. Getting everyone in the room at the same time, especially in the current status of timelines and expectations. • Productivity in navigating an environment made up of multiple agencies, each with existing issues of history, past practice, policy,

mailings, and website.

- Expanded marketing to include website and regional mailings.
- Growth in programs such as ESL, including enhanced technology and software.
- Distance learning opportunities have been increased in High School Diploma and GED.
- Opportunities have been added for career advisement, including the development of career centers.
- Relationships with America's Job Center/WDB/WEWORC.
- Significant professional development with students, staff and instructors.
- Expanding GED/Industry certification testing. (PearsonVUE)
- Initiating the steps necessary for Chaffey Community College and Upland USD to join the WIOA Title II program.
- Increased and updated technology hardware and software.
- Articulation with programs offered by the adult schools and Chaffey College, including the new Intech Center.
- Increased student support services, including orientation sessions in ABE, GED and HSD.
- New CTE course offerings leading to the creation of a logistics pathway.
- Expanding the ESL program to include more outreach to member K-12 parents.
- Increased connections and communication with local employers.

procedure and governing authority.

- Creation of a concept or system of a single point of contact for managing member and consortium wide efforts of creating seamless transitions and workforce communications and referrals.

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<ul style="list-style-type: none"> For 2015-16, an assessment of needs and opportunities in this consortium’s region, including informative student and staff surveys, revealed a number of opportunities to undertake to provide greater education and employment training opportunities. Identified regional needs and developed programs and services to address those needs. Instituting Career Cruising, in English and Spanish, to provide for a career exploration and the development of individual student pathways leading to employment or improved earnings and assist agencies with program development. Professional development to address regional needs. Informed stakeholders have resulted in new relationships leading to educational and employment opportunities for students. Outreach and marketing efforts informed the community and resulted in increased enrollment. District leadership of the member agencies have become more informed of the impact of adult education locally and regionally. 	<ul style="list-style-type: none"> Keeping up with workforce needs in view of the surge in economic development in the Inland Empire. The ongoing challenge is to identify and examine job-training opportunities that lead to employment in Inland Empire and beyond. Once these opportunities are identified, the next step would be to identify available resources and leverage them to package a specific education and job-training program. These resources would include those vested in existing consortium members and partners. As opportunities arise, additional partners may need to be added to maximize impact and outcomes. A single point of contact in the spirit of a full functioning career center, with staffing, including counseling is seen as critical to providing a full service program. As a definite positive, the WEC Consortium funds are serving in a critical role as a catalytic source for pooling and leveraging resources.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Bald View ROP (JPA)	\$0
2	Chaffey Community College District	\$200,000
3	Chaffey Joint Union High School District	\$4,010,175

#	Member Name	Total AEBG Funds
4	Chino Valley Unified School District	\$1,081,052
5	Fontana Unified School District	\$1,015,000
6	Upland Unified School District	\$427,050
Grand Total		\$6,833,501

The consortium has designated a fiscal agent

09 CITRUS

PLAN SUMMARY

The Citrus College Adult Education Consortium has a vision that every student achieves her career and educational goals. Our members help our region by offering a variety of vocational, academic, basic skills and English learner programs open to all adult students without discrimination. We provide our adults educational pathways into the workforce and/or higher education and our courses afford our students the incremental growth in abilities to pursue those pathways.

The CCAEC values responsibility, efficiency, transparency, accountability, and institutional autonomy while members provide quality programs for its adult students.

By the end of 2015-16 school year, the consortium expanded levels and types of programs across the region. Through regional collaboration and resource planning, the consortium added a new Career Center, a new HiSET testing locale, and new course offerings in English as a Second Language, basic academic skills, high school diploma, and parent education. New vocational programs in Business Technology and Automotive Technician were founded and are now poised for significant growth in 2016-17.

The consortium also made significant progress in aligning learning objectives in its ESL, ASE, and ABE courses for seamless transitions. Language Objectives for CCAEC ESL course descriptions are rigorous and uniform due to alignment efforts. CCAEC members, also, leveraged the resources of a large number of partners to improve services for our students.

The 2016-17 Annual Plan demonstrates how CCAEC members plan to build upon the successes of 2015-16 to vigorously pursue our vision and mission. We will continue the successful efforts in alignment for seamless transitions. We will continue to expand the level and type of programs.

The primary consortium goal for 2016-17 focuses on creating solid counselor partnerships between K-12 and CCD counselors to improve postsecondary transitions and to create the instruments to gather data for those transitions.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none">• Though funding was delayed until nearly February 2016, the CCAEC had some good success in expanding levels of existing programs and increasing new programs.• The consortium added a new Career Center in Azusa, a new ABE program in Claremont, a new Business Technology and Automotive Technician programs in Monrovia and an ESL	<ul style="list-style-type: none">• One challenge in expanding the programs was the delay in Allocation funding. All expansion of levels and types of programs was budgeted out of Allocation funds and not receiving those funds until late January / early February caused some delay in program expansion.• However, the largest challenge in expanding

program that was a partnership between Citrus College and Duarte. Glendora was able to expand its course offerings for its Program 3 and hire an additional instructional aide to help grow its ESL program. Monrovia significantly expanded course offerings and course times for ASE, ABE, ESL and Construction. Monrovia leveraged the CCAEC partnership with the Monrovia Library to use the library facilities for ESL classes and, thus, extended its exposure to a new student population. That partnership will continue in the fall.

- CCAEC members believe these successes have the consortium poised to further expand programs to meet regional needs.

levels and types of programs relates to the growing costs in providing services with a fixed revenue stream. K-12 consortium member have been forced to pay retroactive raises to adult staff negotiated by teachers' unions. Those past (and future) raises along with impending higher STRS contributions have placed significant pressure on budgets in the context of fixed AEBG revenues.

- Expanding programs with rising costs is not prudent if those costs threaten their long term viability. Despite these challenges CCAEC members do feel in the few months they had access to funds in 2015-16, they did expand the levels and types of programs. Members will make concerted efforts to continue that expansion.

REGIONAL EFFECTIVENESS

SUCCESSSES

- In assessing regional needs for adult education services, CCAEC members have relied heavily upon the San Gabriel Valley Economic Partnership, the consortium's economic advisory partner. Members have attended SGVEP presentations (including one which featured California Treasurer John Chiang) and analyzed SGVEP economic studies. According to the SGVEP, the San Gabriel Valley continues to add jobs and will finally reach 676,000 jobs in 2016, which will surpass the pre-recession peak employment of 2008.
- With the economy adding jobs, the focus of CCAEC members has grown to help adult students attain the skills necessary for those jobs and understand the pathways to a career those jobs provide. Health services, transportation and utilities, and construction were major sources of employment growth in the San Gabriel Valley, and, thus, those industry sectors have become the focus for

CHALLENGES

- While consortium data indicates successes, the region still has tremendous needs. The CCAEC region continues to have large populations of adults who are foreign-born, speak a primary language other than English, do not have a high school diploma, or have never attended college. Also, free- or reduced- school-lunch percentages have remain unchanged for K-12 members. Azusa, Duarte and Monrovia still have more than 65% of their K-12 student population on free- or reduced- school-lunch and even the relatively more affluent areas of Glendora and Claremont have 30% of their student population in the same category. In the aggregate over 50% of the parents of students in the 5 K-12 districts speak a language other than English as the primary language.
- In addition to a region that still has great

CCAEC members in planning CTE programs.

- CCAEC had substantial successes in providing training and educational services to its adult learners. Total Unduplicated Enrollment was 10,904 adults with 10,173 students. Consortium CTE programs were notably successful. The consortium had 1,253 CTE Participants and 1,183 Completers for a completion rate of 94.4%. K-12 schools graduated 149 adults with diplomas. And the consortium served 2,895 ESL students and over 5,200 ABE students. Though data gathering protocols are still being developed by members, over 400 adults have found jobs through CCAEC CTE and Job Development programs. CCAEC members believe their August data submissions clearly demonstrate the consortium is addressing the needs of adult learners in the region.

needs, the consortium is struggling with a way to collect data on employment and wage increase. Doing so is very onerous and labor-intensive for members, especially for an institution as large as Citrus. Finding a way track this data is a big challenge the consortium is tackling in 2016-17.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Azusa Unified School District	\$1,422,489
2	Citrus Community College District	\$380,000
3	Claremont Unified School District	\$723,355
4	Duarte Unified School District	\$31,592
5	Glendora Unified School District	\$236,407
6	Monrovia Unified School District	\$1,280,409
Grand Total		\$4,097,268

The consortium has designated a fiscal agent

10 COAST

PLAN SUMMARY

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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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:

1. 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
2. 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
3. Implement the alignment of ESL placement test criteria and curriculum for the Adult Education Schools
4. Implement a robust outreach and transition support program for adult education students from the Adult Education Schools to community colleges
5. Implement the personal care aide short-term non-credit certificate offered by OCC
6. Work on CTE pathways and curriculum alignment
7. Continue the work related to curriculum, competency and assessment alignment
8. Provide professional development to support the improvement of the grant programs and achievement of grant objectives
9. Continued collaboration of regional partners to leverage existing structures

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
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During 2015-16, the Consortium’s key successes were:

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|---|--|

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.

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 EFFECTIVENESS

SUCCESSES

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

CHALLENGES

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

described above.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Coast Community College District	\$1,493,273
2	Coastline Regional Occupational Program	\$0
3	Garden Grove Unified School District	\$189,800
4	Huntington Beach Union High School District	\$5,058,785
5	Newport-Mesa Unified School District	\$261,628
6	Orange County Department of Education	\$0
Grand Total		\$7,073,559

The consortium has chosen direct funding

11 TRI-CITIES

PLAN SUMMARY

During the 2015-2016 program year, the Tri City Adult Education Consortium created a vision statement, a mission statement, and guiding principles for establishing new programs or projects. Created in consensus, these tenets will drive the consortium in the coming year. "Our vision is to provide education and training that ensures all students excel in the global workforce." Additionally, the mission of the consortium is to "connect education and workforce training to create family sustaining careers." As the consortium worked to determine programs to establish in order to fill gaps, it became necessary to develop criteria that must be met to assure that the programs both follow the AEBG regulations and will be in tune with our vision and mission. These principles are as follows:

All consortium projects...

1. will be data based and drive
2. will benefit the entire consortium
3. can be leveraged
4. fill (an)identifiable gap(s)
5. are plan based
6. are outcome based
7. are scalable
8. are supplemental, not supplanted

USING THESE PRINCIPLES, THE CONSORTIUM HAS ADDED THE FOLLOWING PROGRAMS IN 2015-2016:

- APEX Learning, Medical billing, Medical assistant, Non-armed security guard training, Truck driving training, and Computer software training for Microsoft, A+, Network+ and Security+. Funds were leveraged for these programs through agencies such as the Workforce Investment Board and the Housing Authority.
- In 2016-2017 more programs will be added as we apply the guiding principles to our decision making process. There will be a focus on the medical pathway that is already established in the consortium, as well as CTE classes in the area of jobs associated with logistics due to our proximity to the port and trucking lanes.

OTHER PROGRAM YEAR 2015-2016 ACCOMPLISHMENTS INCLUDE:

- Developing an articulation agreement among the three medical assistant programs in the consortium to assure that there is consistency in curriculum, duration, and student educational experiences. The process also brought to light a need to vary class scheduling and delivery systems so students can find a program within the consortium that best meets their needs.
- In the 2016-2017 program year, a timetable will be established and begun to develop articulation agreements and align programs that exist at more than one consortium institution.
- The community college has hired tutors who are assigned to the three adult schools in the region to add support to the adult basic skills classes and the adult secondary education classes. The desire of this

program is to accelerate graduation and certification obtainment and also begin a relationship of students with the community college that may increase transition rates from adult schools to the community college.

- Although the tutor program was begun in 15-16, there is not a consistent plan for using them and no data has been collected to determine its effectiveness. The 16-17 program year will focus on developing structures to support students and to track their academic progress as well as their movement through higher education.
- All sites have access to Career Cruising, an online program that students use to assess their interest levels regarding careers, their aptitude for success in those fields and the employment opportunities as well as the earning potentials of those careers. There is a task force established to create a structure for training and monitoring the program so students will create plans and portfolios early in their adult educational experience and then revisit and adjust the plans throughout their training and movement toward a career.
- In the 2016-2017 program year, the Career Cruising will be implemented at all consortium schools in a pilot program form and the task force will develop plans for enlarging the program to all students by the following year.
- Tasks forces were established by the executive board in the areas of career exploration, data collection, marketing, career pathways, and orientation/intake during the last program year.
- In 2016-2017, the task forces will consistently meet and work follow the vision of the executive board in their area of focus and will report quarterly to the executive board regarding progress and needs.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none"> • Tri City Consortium has added medical assistant programs, so there are now programs at all three adult schools. There is an articulation agreement that assures that there is consistency among the programs. Each program is offered in a different format, so students can choose among the schools depending on what best meets their needs, i.e., day/night, semester/modular. There is opportunities for clients to move from medical assistant to other medical fields such as CNA, LPN, and RN. The consortium plans to expand the medical pathway in the coming year. • The consortium has added other programs that expand the career opportunities of clients such as truck driving, security guard training, and - computer training. The consortium has purchased Career Cruising, an online program, that helps students determine interests, skills, 	<ul style="list-style-type: none"> • Challenges consist of finding quality teachers in the medical field. It is difficult to find nurses needed to teach the medical courses who will work for the wages we can offer. • A challenge in plan year 2015-2016 was also the lag time that it took to get the funds to the individual sites once it was received by the fiscal agent. That seems to have been resolve for the coming year, with the fiscal agent functioning more as a "pass-through" and paying by invoice.

and abilities while exploring job and training opportunities. Each site has access to the program and the consortium is in the process of developing a structure where students, as part of intake, will be trained on using Career Cruising and developing a portfolio and plan that they will revisit and adjust throughout their schooling.

- The community college is providing tutors to the adult schools who can help students with career exploration as well as remedial tutoring to prepare them for success as they transition to the college.

REGIONAL EFFECTIVENESS

SUCCESSES

- During the 15-16 program year, the consortium developed mission and vision statements through a process that relied on consensus of the executive board and key staff from each institution. The mission and vision statements have been shared with all staff and are revisited at all consortium functions. Committees were established in the areas of career exploration, data collection, marketing, career pathways, and orientation/intake in order to establish needs and create a plan for meeting those needs. Committee members determine training required. The medical assistant teachers met to establish an articulation agreement that insures that curriculum and experiences of students are consistent throughout the consortium. This activity was a pilot for what eventually will be a process for all programs that exist at more than one consortium site.

CHALLENGES

- It is challenging to prioritize what should be done next and it is difficult to find times where key members from different sites can get together for training or committee work.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Compton Community College District	\$297,569
2	Compton Unified School District	\$1,403,102
3	Lynwood Unified School District	\$1,916,711
4	Paramount Unified School District	\$2,164,155
Grand Total		\$5,828,777

The consortium has designated a fiscal agent

12 CONTRA COSTA

PLAN SUMMARY

Contra Costa County Adult Education Consortium (CCCAEC) holds the vision of integrated and accessible educational and supportive services for adult learners countywide, with multiple entry and exit points, offering seamless transitions facilitated by a team of Transition Specialists.

A Consortium Manager and seven Transition Specialists have been hired to facilitate progress toward this vision. Additional infrastructure has been added, with the hiring of a Program Accountant and the establishment of additional work groups, each co-chaired by representatives from the Adult Ed and Community College systems, respectively. These work groups, under direction of the Consortium Steering Committee, meet regularly to complete activities and achieve outcomes identified in the Annual Plan, as well as bring issues and recommendations back to the Steering Committee for consideration. Additionally, the Consortium has successfully coordinated efforts for the timely submission of all required state deliverables.

PRIMARY GOALS FOR 2016-17 INCLUDE:

1. identifying additional needs and resources through improved communication between agencies
2. increasing bridge programs and additional opportunities for Adults with Disabilities (AWD) and Career Technical Education (CTE)
3. increasing alignment and developing systemic articulation agreements
4. full mapping of course offerings
5. developing a robust referral system
6. adopting common tools for measuring skills attainment and outcomes.

Throughout this process, the CCCAEC will attend to the professional development of its members with the goal of increased integration and continue to expand public awareness as well as partner engagement in the provision of services.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>The hiring of seven Transition Specialists (four for Adult Ed to cover East, Central and West sub-regions and Re-entry services for the COE jail school program and three for the three community colleges) has been an important milestone toward expanding the levels and types of programs and services. They are tasked with strengthening existing community partnerships and discovering and establishing new ones as well as serving as the primary liaisons to students and other member institutions within the consortium. They will work with</p>	<p>Challenges include developing common intake assessments to assist students to appropriately identify suitable career pathways and direct them to the entry point most conducive to their success. Processes need to be developed to refer from the community colleges to adult education sites when it is deemed the student lacks the skills needed to succeed in college courses without more preparatory work. Other challenges have been gaps in providing clear information regarding all the offerings available across the county while keeping</p>

the member agencies within our consortium to guide students through transitions to further education and/or employment and connect them with community resources to address barriers. They will track student activities, referrals and outcomes to inform the development and refinement of bridge programs and to enhance collaboration among members and with other service providers. They have begun in some locations to set up student career centers and schedule job fairs, workshops, and other orientations relevant to student transitions. Other successes include significant progress on the formation of new High School Diploma programs and CTE offerings, e.g. Microsoft Office, Culinary Arts, Basic Skills for Trades, and Phlebotomy/EMT.

services local and accessible. Work also needs to be initiated to establish systemic articulation agreements for consortium partners and common MOUs with outside non-profits and community agencies to greatly increase the congruence of levels and types of services and thus create a more seamless experience for the adult learners we mutually serve.

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
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Classes created and offered to address identified gaps included:

- a summer algebra class to help transition to college
- ABE/ASE classes focused on special populations for former foster youth and the formerly incarcerated
- a High School Diploma program for East Contra Costa County that served 147 students
- Parent ESL classes and additional math and writing courses to help transition to higher learning.
- County Office of Education’s jail ed program was able to eliminate a student wait list for independent study by hiring a full-time Independent Study teacher with consortium funding.
- Communication between internal and external agencies continues to be improved and a business liaison was hired at an East County location to assist with opportunities for

- There is still work to be done to align and bridge adult education classes to community college level courses and work groups for ESL, ABE/ASE, and CTE have been formed to address this gap. There are also challenges for many adult learners with obtaining childcare and transportation. With the help of the newly hired Transition Specialists, we hope to better bridge those gaps by providing appropriate referrals to available resources. Funding exists to hire a second full-time Computer Applications teacher to meet the demand at the West County Detention Facility but it has been a challenge to find a teacher with the appropriate credential.

internships.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Acalanes Union High School District	\$537,296
2	Antioch Unified School District	\$937,866
3	Contra Costa Community College District	\$614,198
4	Contra Costa County Office of Education	\$1,303,277
5	Liberty Union High School District	\$869,282
6	Martinez Unified School District	\$1,421,961
7	Mt. Diablo Unified School District	\$3,350,868
8	Pittsburg Unified School District	\$2,476,127
9	West Contra Costa Unified School District	\$2,457,146
Grand Total		\$14,065,636

The consortium has designated a fiscal agent

13 MORONGO BASIN

PLAN SUMMARY

No annual plan was submitted. See below for funding plan.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Copper Mountain Community College District	\$750,000
2	Morongo Unified School District	\$0
Grand Total		\$773,016

14 DESERT

PLAN SUMMARY

The majority of the work slated for Year 1 will continue to Year 2. The rationale for this decision is due to the late arrival of Adult Education Block Grant funds. Distribution of funds to members did not occur until Memorandums of Understanding were written, approved by local school boards and final approval by the fiscal agent. This was accomplished by late March. Nonetheless, some member districts partnered with the help of front loaded funding, use of MOE funding to establish classes and achieve measurable outcomes. Some members were able to use almost all their funding with measurable outcomes.

The consortium has begun addressing gaps in service areas by increasing course offerings in the allowable program areas, reduce student barriers to education, and enhance and expand student services. This has been accomplished through partnerships and leveraging of resources. For example, Desert Sands Unified School District partnered with Coachella Valley Adult School to provide adult High School Diploma, High School Equivalency, and English as a Second Language classes. A similar partnership was created between College of the Desert and Palm Springs Unified.

Additionally, the consortium will initiate the formation of joint committees to address workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways. These committees will include our partners in the region that also supply workforce training and services. Discussions will intensify with potential partners so that Memorandums of Understanding can be formed to leverage resources with agencies such as, Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Tribal Nations.

Current district data management systems will provide baselines, metrics, and measurements. The consortium will be ready to interface when a state approved MIS system for additional measurements is launched.

The Desert Regional Consortium is emerging as an incubator for collaboration of not only exchanging ideas, leveraging resources between members in order to eliminate gaps, but as a collaborative, as members work with each other as true partners beyond the consortium meetings.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<ul style="list-style-type: none"> Coachella Valley Adult School and Desert Sands USD expanded adult education in the desert community by entering into a MOU to provide AE classes in DSUSD in the areas of ESL, GED, HS diploma, and comprehensive support services including child care and counseling. The partnership allows the partnership to offer five new classes and hire five new teachers and a counselor. Classes will be held at Martin Van 	<ul style="list-style-type: none"> A challenge during 2015-16 was the arrival and distributions of funds to members. Approval of Memorandum of Understanding by local boards and the fiscal agent did not allow for all programs to fully being. The Desert Regional Consortium opted to have direct funding for 2016-17. The Desert Regional Consortium felt funding flowing

Buren, Andrew Jackson, Benjamin Franklin Elementary and Horizon Schools.

- The RCOE CTE Unit provided short-term CTE services to 99 students and 95 of these students continued beyond 12 hours of instruction with a 75% completion rate. The AEBG funded two instructors for tuition-free CTE programs reducing student expenses to just textbooks, uniforms and CPR certification. Both programs risked elimination without the AEBG funds: Medical Office Professional and Administrative Office Professional. The AOP program was new with 16 students enrolled for the first cohort.
- AEBG funds were utilized by students from various programs to cover additional student expenses such as On Boarding with Eisenhower Hospital for interns as it required a second fingerprinting of students, drug testing, and additional immunization requirements. Dental students received funds to assist with fingerprinting and RDA Exam fees.

directly to each member without the intermediary of a fiscal agent, would be more expedient and better use of resources.

- An additional challenge was the approval of faculty by the Sheriff Department in order to staff classes with appropriate credentials for the Jail Program. Approvals could not be done in time for 2015-16.
- A recommendation stemming from a challenge is for the AEBG to provide the actual documents to be used for submission with plenty of lead time for members to know exactly what information will be needed. Staff that provide this information go on vacation and/or training during the summer. It was difficult to let these people know that the submission plan template had changed and not have the correct workbooks. Beta documents are just that. The actual documents have to be in the hands of the members with at least two months' lead time.

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none"> • The AB 86 Labor Statistics provided for Riverside County indicate an overall population of 974, 691, with a population of 183, 242 at the poverty level. The county numbers 224,179 adults with no high school diploma. English Language Learners total 405,401, 98,660 are adults with disabilities, 139,147 are in need of citizenship, and 154,660 have literacy issues. This is a loss of adult workforce potential. • The 2009 economic challenge hit the Coachella Valley particularly hard, resulting in the closure of Palm Springs and Desert Sands adult schools. Coachella Valley Unified was the only district that maintained its adult school. • The adult school leveraged its limited state and 	<ul style="list-style-type: none"> • One of the challenges of overcoming the 2015-2016 year was the late funding from the State. Programs planned were set back about one year. This was to include a facilities plan for development of modular units at the Wenzlaff site to offer additional adult education classes during the day. This would have been completed this summer. This would have included a total of three classes run in the morning and three in the afternoon. • Another challenge for the RCOE Jail Program was a delay in hiring a person for the jail due to background clearance of staff through Sheriff's department. Riverside County Office of Education providing ABE/ASE services through the new Day

federal funding by partnering with DSUSD, RCOE, County Welfare and Workforce Development programs, dozens of nonprofit organizations and several colleges/universities and CTE programs to help advance the lives of its students. The partnerships expanded and enhanced adult education in the east valley including the elimination of educational barriers for students who were unable to attend school because of cost, transportation, or child-care responsibilities. These funds will also be used to establish and enhance career pathways for students seeking employment and opportunities for an increase in wages.

Reporting Center that opened in April.

- As stated before, the Desert Regional Consortium opted to have direct funding for 2016-17, after a unanimous vote by all members. The Desert Regional Consortium felt funding flowing directly to each member, without the intermediary of a fiscal agent, would be more expedient and better use of resources.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Coachella Valley Unified School District	\$1,391,386
2	Desert Community College District	\$869,599
3	Desert Sands Unified School District	\$215,038
4	Palm Springs Unified School District	\$230,000
5	Riverside County Office of Education	\$293,892
Grand Total		\$3,063,316

The consortium has chosen direct funding

15 SOUTH BAY (EL CAMINO)

PLAN SUMMARY

VISION

The vision of the South Bay Adult Education Consortium (SBAEC) is to help adult learners reach their potential through pathways to higher education and employment.

A SAMPLE OF ACCOMPLISHMENTS INCLUDE:

INCREASED COMMUNICATION

- Monthly public meetings.
- Consortium website: www.sbaec.wordpress.com.
- Monthly newsletter.

INCREASED CLASSES

- Blueprint for Success, offered in partnership with WIB.
- Expansion of ECC Career Advancement Academy programs to adult school students.
- Expansion of ESL classes to meet the increased enrollment demand.
- Writers Workshop for adults.
- Math classes for HSE, Accuplacer, and accelerated learning.
- Online HS diploma classes.
- Online ESL and reading classes.

STAFF WORKGROUPS

- ESL committee review of current programs and future recommendations.

STUDENT SUPPORT

- Counselors hired or in process to be hired at all of the adult schools.
- Created a Student Service Center at Torrance Adult School.
- ECC counselors visiting adult schools to transition students.

CONSORTIUM GOALS FOR 16-17:

SEAMLESS TRANSITION:

1. New classes are being created to help students transition from adult school to community college. ECC classes are going to be offered on adult school campuses.

2. Additional counselors are being hired to develop education/career plans.
3. The consortium is looking for a student information system that can be shared across programs.

GAPS IN SERVICES:

1. ESL, CTE, ABE, ASE teacher workgroups will meet to make recommendations for program alignment and successful transitions.
2. Additional classes to be offered in ABE, ESL, and CTE.
3. A community liaison will be hired to improve community partnerships and awareness of programs.
4. Additional counselors are being hired to develop education/career plans.

ACCELERATE STUDENT PROGRESS:

1. Create accelerated CTE and basic skills classes including contextualized instruction in English and math.
2. Incorporate College and Career Readiness standards in ESL & High School Diploma programs which will include curriculum alignment across the adult schools.
3. Increase the number of students taking the CASAS assessment showing increased test scores.
4. Expand the use of online classes for nontraditional students.
5. Expand counseling to include ECC counselors on adult school campuses.

PROFESSIONAL DEVELOPMENT:

1. Create a comprehensive professional development work plan that compliments College and Career Readiness Standards (CCR standards), serving students with special needs, aligns consistent data collection, and training in technology.
2. Incorporate institutional professional development based on Consortium data to address program efficiency and maximize student outcomes.
3. Use program area work groups to align and calibrate curriculum to meet the CCR Standards
4. Pairing of ECC ESL instructor with an adult school ESL instructor of the same discipline.

LEVERAGING RESOURCES:

1. The consortium will work with local community partners to create awareness about consortium programs, and work collaboratively to serve the needs of the adult education population.
2. The consortium will work with the local One Stop by participating in an MOU for all WIOA eligible students.
3. Adult schools with work with the CTE program from ECC to offer training in high demand jobs in the region.

Note: Southern California ROC has chosen not to attend planning meetings or provide data in the development of this plan

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
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- Expansion of El Camino College Career Advancement Academy programs to adult school students.
 - Signed a MOU with WIB to offer career pathway assistance through a system of cross referrals for student pathways in furthering their education or upgrading their skills and training along with placement in wage sustaining jobs in high demand industries.
 - Counselors hired or in process to be hired at all of the adult schools.
 - Expansion of ESL classes to meet the increased enrollment demand.
 - Piloted math classes to assist adults in general math, better placement on the Accuplacer, and to pass one of the high school equivalency exams.
 - Blended math instruction using Smartphones and online programs to accelerate student learning.
 - Blended ESL classes using online instruction to augment and accelerate learning English.
 - Piloted the creation of a Student Service Center.
 - Expansion of Online high school diploma classes for adult learners.
 - Implementation of a new online reading program to accelerate adult learners progress to transition to El Camino.
 - Writers Workshop for adults to pass the writing portion of the high school equivalency exam.
 - Expanded collaboration with El Camino College to assist math students placement in credit level classes.
 - Adult schools need to go back to ADA funding in order to place the dollars in the areas with the greatest need.
 - As a result of removing the ability to charge fees in ESL classes, student persistence has decreased for the first time since fees were instituted.
 - All adult schools funded at a baseline year of 2012-13. Operating costs have skyrocketed with the increase in PERS/STRS and other institutionalized costs.
 - Limited funding for professional development needed to restructure adult ed programs.
 - Limited funding for the creation of new pathways for students to enter and enroll at El Camino College.
 - Adult schools that were significantly reduced or closed did not receive enough funding to rebuild their schools and programs.
 - The high cost of creating awareness in the community of services offered.
 - Timely and appropriate student outcome requirements from the CDE and Chancellor's office to measure the success of adult schools and consortium.
 - Collective bargaining agreements differ between members of the consortium.
 - Consistent data collection is problematic.
 - The need for a uniform student information management system.
-

REGIONAL EFFECTIVENESS

SUCCESSES

How students will be appraised, placed and assessed:

- The adult schools have been successful using the CASAS system to appraise, place, and assess students according to the WIOA grant guidelines.
- ECC uses Accuplacer to assess and place students that transfer from the adult schools.
- El Civics assessments are used to measure student performance on specific ESL curriculum geared towards various themes.
- Blended Online Reading Plus program uses built in placement and assessments.
- Blended online EdReady Math program uses built in placement and assessments.
- Blended online ESL classes use CASAS scores to measure student outcomes.
- Progress of the students is monitored by teachers and recorded in the TopsPro system.

CHALLENGES OR GAPS:

- Rebuilding adult schools that have had programs significantly reduced continues to be a challenge. An example is creating additional ESL classes and move away from multi-level classrooms. This challenge is twofold _ both budgetary and the need for additional classrooms.
- A formal process for transition is needed from and within adult schools to ECC.
- The consortium is joining the WestEd data dashboard pilot program to track students.
- Adult schools will align and calibrate curriculum across the region.
- * Adult schools will modify curriculum to

CHALLENGES

- Restore ADA funding in order to place the dollars in the areas with the greatest need.
- The consortium has regional areas of greater need. A better funding mechanism should be created similar to the governor's Local Control Funding Formula with Base, Supplemental and Concentrated funding directly assisting students with the greatest need.
- Funding level at 2012-13 operating costs is a barrier because funds are not reflective of true costs of current programs.
- The practices and procedures as well as the collective bargaining agreements differ between members of the consortium.
- Data collection is problematic.
- The high cost of creating awareness in the community of services offered.
- The need for a uniform student information management system.
- There is a need for a consortium wide staff development plan.

incorporate College and Career Readiness Standards.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Centinela Valley Union High School District	\$556,745
2	El Camino Community College District	\$268,474
3	Inglewood Unified School District	\$1,009,654
4	Redondo Beach Unified School District	\$3,466,147
5	Southern California ROC	\$0
6	Torrance Unified School District	\$4,351,957
Grand Total		\$9,720,958

The consortium has chosen direct funding

16 FEATHER RIVER

PLAN SUMMARY

In October 2015, the Feather River Adult Education Consortium (FRAEC) submitted a three-year plan with the following goals:

1. Develop a funding plan that addresses the gaps in services identified during the AB86/AB104 collaborative process.
2. Promote completion of high school diploma and/or equivalency among adults in the region.
3. Strengthen the local field of workforce and life skills preparation available to adult learners.

Soon after, FRAEC began using its 2015-16 Adult Education Block Grant (AEBG) allocation to address the needs and gaps that were identified in its Regional Comprehensive Plan. The initial years of FRAEC's existence (2014-15, 2015-16) turned out to be an intense learning period, during which we shared an extreme and sometimes painful learning curve with the community based organizations (CBOs) we funded to help provide adult education services.

Under AB86 and the early portion of AB104, the community came together in a genuinely collaborate and successful effort to identify the region's gaps in service and to develop a program to address them. However, due to the turn-over of people who initiated the AEBG process in this region, the Request for Application development and process lacked some important information. Consequently, the funded applications missed some crucial requirements. Examples include the Performance Measures in AEBG Measures of Effectiveness and restrictions in Allowable Uses of AB104 Adult Education Block Grant. Moreover, insufficient consideration was given to the creation of a truly integrated educational system, and the program was launched without the necessary mechanisms to institute an integrated system.

Our awareness of these shortcomings grew after the hire of a program director, who began identifying and correcting programmatic oversights in the CBOs' projects. Now, with the additional funding provided for Data and Accountability, FRAEC and its CBO providers have the resources (and the hard earned knowledge) to begin year two (2016-17) with a strategic plan that will institutionalize an integrated and comprehensive adult education program in Plumas County. By the end of this fiscal year, we anticipate having a community-based system that provides more seamless pathways for our adult learners; a common curricula that follows established guidelines and best practices; and rigorous data collection and reporting that align with WIOA's requirements.

WE SEE THREE FOCI FOR 2016-17.

1. First, in pursuit of our three-year plan, the CBOs that received 2015-16 AEBG funding will continue to provide AL support and instructional services to the region's adult learners.
2. Second, the CBOs with 2016-17 AEBG funding will expand existing and/or add new services. The next focus is to transform our strategic plan into reality, and we've contracted two knowledgeable, dedicated and enthusiastic CBOs to help make that happen.
3. The third area is based on our larger community's strong desire to promote greater understanding of the challenges and opportunities associated with adult education in a remote and sparsely populated area. So, in order to contribute to policy development that guides the successful transformation of adult

education in rural California, FRAEC will intensify its effort to share our experiences, challenges and successes with the AEBG office.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>Essentially starting from scratch, the Consortium has implemented the following programs:</p> <ul style="list-style-type: none"> • Created the only GED testing site in Plumas County. • Two programs for incarcerated adults in County Jail: <ol style="list-style-type: none"> 1. Elementary and secondary basic skills and life-skills 2. CTE (culinary) program, with potential for employment after release • Trained jail staff in case management services • For young adults transitioning out of foster care: individualized planning; college and career support services; life-skills, safety-net services. • For K-12 staff and students’ caregivers: shared Positive Behavior Intervention training to support school children’s academic success. • For disabled adults, adaptive technology training. Service providers have been trained in vocational training for disabled and the Autism Spectrum Disorder. • For adults (re)entering the workforce or seeking higher wages: <ul style="list-style-type: none"> • Individualized workforce preparation and instruction, including addressing personal obstacles. • Experiential opportunities in child care and development: Mentoring, coaching and support encourages adults to complete a certificate and gain lasting employment. 	<p>Since no funded adult education program existed in Plumas County, within recent memory, the FRAEC program is being constructed from scratch. Without the internal infrastructures in place to deliver all of the services itself, FRAEC selected to outsource the development and delivery of services, by contracting and funding regional CBOs that were providing or could utilize their existing capacity to provide the services and instruction that were eligible for AEBG funding.</p> <p>Although leveraging community capacity is a good model, some deficiencies arose when our regional plan was implemented without any mechanisms in place to fully integrate or institute the fifteen approved projects submitted by eleven CBOs into a coherent program.</p> <p>Examples include no access to a relational database for compiling and analyzing AL data and no common systems or instruments for vetting curricula and instructors; enrolling and assessing ALs; developing individualized AL case files (with customized education/employment plans); or tracking AL progress.</p>

- Computer center with high-speed internet access in eastern Plumas County, including free transportation to the center.
- Basic and intermediate computer classes.
- Classes in life- and soft-skills for the workplace.
- Mentor-mentee program that brings adult learners together with employers in work-based agreements, with the potential for employment.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>We have experienced significant progress toward our Three-Year Consortia Plan’s top three goals to:</p> <ol style="list-style-type: none"> 1. address gaps in service 2. promote high school diplomas/equivalency 3. strengthen workforce and life skills preparation <p>Goal 1. For the first time in recent memory, Plumas has an Adult Education Program that provides them with free access to the variety of services described above (Levels and Types of Services).</p> <p>Goal 2. Elementary and basic skills are now available to incarcerated adult learners (AL), non-WIOA-compliant ALs, and eligible young adults in and transitioning out of foster care. Intense, individualized workforce and life skills preparation is happening with all of these populations. And a GED test site is now available in Plumas.</p> <p>Goal 3. Workforce and life skills preparation is also occurring in other programs. For example, the mentor-mentee program, the program for child care and development workers, and the jail-based CTE program, all of which have already led to jobs. Disabled ALs now can receive adaptive technology training, and service</p>	<p>We have faced challenges meeting specific aspects of our 2015-16 Annual Plan:</p> <p>AL ASSESSMENT: Neither Get Focuses Stay Focused planning curriculum or Keirse assessment were implemented. However we are implementing a strategic restructuring plan, which includes research and selection of intake and assessment instruments with which to enroll all of our AL participants and develop individualized case files that include customized educational/employment plans.</p> <p>The Incarcerated Students Program has not provided in-jail faculty to teach elementary and secondary courses or the proposed e-reader program. However, distance learning courses are available to achieve this goal.</p> <p>DATA TRACKING: Currently, data tracking for ALs receiving services through CBOs is achieved manually. However, our restructuring plan includes the use of relational databases that, in addition to other features, will enable us to track AL data and progress through the adult education program and into the workforce.</p> <p>EDUCATIONAL PATHWAYS: We will utilize a database to build our library of AL support services, instructional courses, instructors and outcomes (e.g., certificates)</p>

providers are now trained to develop and deliver vocational curriculum for them. Other AL classes include computer skills, soft skills for the workplace, and Positive Behavior Intervention for staff and parents of elementary/secondary school children.

that are aligned with AEBG guidelines and articulated pathways to postsecondary education or the workforce.

ACCELERATION: Although not yet incorporated, plans are underway to include 21st Century Soft Skills courses in our library of instructional courses.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Feather River Community College District	\$750,000
2	Plumas County Office of Education	\$0
3	Plumas Unified School District	\$0
Grand Total		\$773,016

The consortium has designated a fiscal agent

17 FOOTHILL DE ANZA

PLAN SUMMARY

The North Santa Clara County Student Transition Consortium (NSCCSTC) encompasses the Foothill-De Anza Community College District service area located in the heart of Silicon Valley, and serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose. The NSCCSTC is the governing body responsible for the design, implementation, and oversight of the Adult Education Block Grant (AEBG) Regional Comprehensive Plan. The Consortium includes:

1. Fremont Union High School District Adult School (FUHSD)
2. Palo Alto Unified School District-Adult School (PAUSD)
3. Mountain View Los Altos Union High School District Adult School (MVLA)
4. Foothill College
5. De Anza College

Representatives from each of these institutions along with community agency partners make up the STC Leadership Board. The Consortium's collective mission is to coordinate and integrate programs, create linkages, and develop regional plans to better serve the educational needs of adults in the region.

In Year 1 of the Adult Education Block Grant (AEBG) implementation, the NSCCSTC members worked together to increase and bolster the level and types of adult education programs and services in order to transform the current adult education system into a seamless pathway to career and academic achievement. In order to meet this goal, the Consortium prioritized the following objectives for Year 1:

- Understand local and regional adult education needs
- Identify and address gaps in the existing system
- Increase adult education programs and support services
- Align existing academic and career programs and pathways

During the first year of implementation, the NSCCSTC used AEBG funds to conduct a variety of activities aimed at meeting these objectives, which included hiring faculty and support staff, providing support services, increasing course offerings, developing curricula, and creating bridge courses. During the AB 86 planning effort, the Consortium found that social, economic, and academic challenges adult learners experience become substantial barriers to achieving their academic and career goals. As such, a major component of Year 1 activities involved developing resources and supports, such as transition advisors, to assist students in planning their academic or career pathway and making the transition from the adult schools to community colleges.

Internally, the Consortium's Leadership Board focused efforts on startup activities to develop and define the Board's charter and governance processes. The leadership board developed a decision making process that prioritizes consensus building and dialogue rather than majority votes. The Consortium also implemented a series of strategies to engage stakeholders and the larger public to collect input and feedback on their efforts. The formation of the Leadership Board also required substantial attention in Year 1, as not all members were sure if their institution would fully participate in AEBG implementation. The Leadership Board dedicated outreach and engagement efforts towards the community colleges' members and their leadership to generate buy-in and full

participation. A major success of these efforts is the commitment and recommitment of the community colleges' full participation in Consortium's AEBG's implementation.

As the NSCCSTC moves into Year 2, we will continue to build on the foundation set in Year 1 by continuing to bolster the curricula, expand the role of support staff, partners, and other resources, and build capacity within the Consortium. In addition, the NSCCSTC Leadership Board identified the following priority areas for Year 2 implementation:

- Developing a shared data system that improves data sharing of members and aligns with larger regional data efforts of the Bay Area Regional Adult Education Consortia;
- Aligning adult school and community college curricula and academic assessments;
- Providing better guidance and resources to support students transitioning from adult education to community college; and
- Implementing shared professional development opportunities for adult school and community college faculty as a means to increase professional capacity to support the AEBG implementation process.

With the foundation set in Year 1, the NSCCSTC will begin to move forward with transforming the current system into a seamless, comprehensive, and coordinated adult education system that meets the regions educational and workforce needs.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>In Year 1, the NSCCSTC made progress in expanding the levels and types of services to meet the goals and objectives outlined in its Regional Comprehensive Plan. The Consortium made the most progress in addressing gaps in curriculum and services by increasing services, and supports for adult learners. This effort looked specifically to provide the necessary support and guidance to adult learners to make successful transitions between adult school programs and to community colleges. Each institution hired full-time transition advisors, AEBG coordinators, tutors, and/or pupil personnel services counselors to assist students in transitioning from adult schools to community colleges. The staff also provides students with assistance accessing both academic and community-based resources to support student success. Similarly, both Foothill College and De Anza College took steps to increase staff in support roles to increase outreach efforts to students at adult schools and provide coordination and support for adult learners transitioning from adult schools to each respective community college. This includes hiring academic</p>	<p>In Year 1, the main challenge experienced by the NSCCSTC was coordinating and collaborating academic and career education programs between adult schools and community colleges. Part of the challenge was with faculty and staff at both adult schools and community colleges being unfamiliar with each other as well as the types of programs and courses at each respective institution. In addition, it took the Consortium time to identify and engage the appropriate CTE college instructors. This challenge was compounded by administrative barriers at one community college that stalled the implementation of AEBG at that institution. Since May 2016, both community college members have addressed administrative challenges and are currently in the process of hiring additional faculty and staff as part of AEBG implementation. Moving forward in Year 2, the Consortium is identifying strategies for better engagement of community college leadership as well as increasing opportunities for interaction and communication between adult school and community college faculty and staff.</p>

support staff in the Teaching and Learning Center to provide one-on-one support, as well as summer bridge courses for credit/non-credit ESL students to ease the transition of students coming from the adult schools. FUHSD Adult School increased the number of bridge courses available for ESL students to better scaffold the curriculum and ultimately improve college readiness and ease the transition into college level coursework. Mountain View Los Altos Adult School and Foothill College also established summer bridge programs in order to provide a continuation of student learning over summer and ease transitions into higher level ESL. In an effort to strengthen professional pathways for students, the adult schools also expanded their Career Technical Education (CTE) courses in the medical field as well as developed partnerships with local industry to encourage internship and career pathways for CTE students.

Another challenge for the Consortium was the timeframe for Year 1. The NSCCSTC Leadership Board felt with Year 1's shorter reporting period that most of the Consortium's efforts for that period focused on the formation of the NSCCSTC Leadership Board and the development of the Board's fiscal and governance structure. Despite these challenges, the NSCCSTC managed to expand the levels and types of programs within the three adult schools. As mentioned above, the adult schools have implemented a variety of programs, services, and new partnerships as a result of AEBG funding. The Consortium believes that their fiscal structure of direct funding allows members to move forward with implementation of AEBG in cases where other AEBG Consortia have reported implementation barriers and delays.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
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During the development of the Regional Comprehensive Plan, the Consortium found that some members have been meeting some of the adult education needs. However, there is still a large unserved segment of the population, which includes immigrants, adults with disabilities, and older adults, that may need access to adult school programs. In Year 1, the NSCCSTC made some progress in providing training and educational services to address the needs of more adult learners. The adult schools expanded ASE, ABE, and ESL course availability, developed new programs and curricula, and provided ancillary support for adult learners. One of the community colleges hired staff and added bridge courses as a way to increase services and address gaps in the current system. The consortium has also found that the workgroups serve as an effective way to identify and address regional education needs and gaps. For instance, the curriculum and alignment workgroups has found that sharing community college and adult education (K12) course outlines and program offerings between institutions as

A major challenge the NSCCSTC experienced in this area is how to use regional information and data to align adult education programs and services with local demographics and needs. The Consortium has struggled to define what types of programs the region needs based on the data the Consortium currently has available. The Consortium has also found that there is substantial diversity within the region itself, which makes system-level planning more complicated. All members agree that in order to understand regional needs, the Consortium will need to invest in both a shared data system as well as staff and other resources to support system integration, information sharing, and curriculum alignment.

Another challenge encountered during Year 1, is that each of the respective systems within the regional adult system act independently of each other. This makes it difficult to create a responsive adult education system when each of the institutions operates differently. Consortium members may also have varying levels of capacity to understand how their system relates to

a way to better align the region’s course pathways.

Adult schools, in particular, implemented various strategies to align adult education and career training programs to regional needs. For instance, two adult schools expanded current CTE and began a new CTE program in pharmacy tech. One adult school is also currently planning for the Fall 2016 a joint hospitality CTE program with one of the community colleges. ESL courses represent a major need for the region, especially given the region’s immigration patterns and diverse immigrant communities. Both the adult schools and community colleges move towards responding to the regional need for ESL courses by providing credit ESL at Foothill College as well as piloting a shared Common Assessment for adult learners wanting to transition to credit courses.

In Year 2 and 3, the NSCCSTC plans to continue building on the progress made in Year 1, to expand the availability of ASE, ABE, and ESL courses as well as develop new CTE and short-term CTE programs that respond to the regional workforce needs. The NSCCSTC is also looking into to how they can use data systems to better align programs to local and regional needs. Fremont Union Adult School is currently hiring a data integration and curriculum administration role to oversee the transition to using ASAP data system, serve in the Consortium’s data workgroup, and be the liaison to the larger BACCC. The other adult schools are considering hiring someone for a similar role or potentially splitting time of one individual to work across all three schools.

larger regional needs and how they can address them. As a result, intentional and coordinated planning of the regional adult system has been a challenge. As mentioned in the previous section, the Consortium has made it a priority to identify practices to use local and regional data and to better inform program planning and alignment with regional needs.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Foothill-DeAnza Community College District	\$398,424
2	Fremont Union High School District	\$2,788,184
3	Mountain View-Los Altos Union High School District	\$3,399,107
4	Palo Alto Unified School District	\$1,482,247
Grand Total		\$8,098,529

The consortium has chosen direct funding

18 GAVILAN

PLAN SUMMARY

ACES overall goal is to provide services and curriculum, developed in both academic and vocational areas, to provide opportunities for students to be informed and prepared for the path they choose. Year one was seen as a foundational year:

1. hire counseling and peer advisors
2. contract with local child care providers
3. assess students with learning difficulties
4. create accelerated curriculum and develop some vocational classes
5. unite staff for cross training
6. professional development
7. clarify changes in progress

The Consortium engaged the work of Vision Literacy, a community-based organization, to open a referral center in downtown Gilroy and to provide beginning literacy classes.

Year two is intended to implement what was created in year one or continue work on incomplete efforts, and expand class offerings. Additionally, distance education will be researched and implemented to enhance learning, and more vocational classes/programs will be explored, working closely with the Gavilan College CTE division, Community Education, and the regional CCC Deputy Sector Navigator. There will also be an effort to incorporate other community-based organizations into our consortium work.

At the end of 2016-17, ACES will be providing HSD and HSE in all three consortium cities, with off-site HSE testing available, ABE curriculum and instruction for those needing support in the aforementioned programs, contextualized ESL in at least two areas, a Phlebotomy course and courses in noncredit and credit Hospitality.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none"> • The courses mentioned in the Executive Summary highlight successes and additional services provided by Consortium collaboration. Additionally, the Gavilan noncredit program has offered a series of new ESL and ESL computer literacy classes across the region. Of particular note, new noncredit courses intended to bring lower level ESL students to the college have been very effective. Morgan Hill Adult School has added ESL levels, has introduced distance learning component in its adult High School Diploma Program, and has begun to offer ABE 	<ul style="list-style-type: none"> • As for challenges, hiring of new personnel and use of existing staff faced difficulties. The Consortium still plans to move forward with the intended activities, but is more mindful of the fact that, as part of a system, change moves slowly, and that it is very important to be in constant dialogue with people.

math workshops.

REGIONAL EFFECTIVENESS

SUCSESSES

- Our consortium was successful in collaboratively developing new curriculum and educational programs. Once these are approved, the courses and programs will be offered. A series of new classes were offered across the consortium at both established and new locations. For example, a new ABE course was offered at the Morgan Hill Community Adult School and two new locations for the noncredit program were established in the community.

CHALLENGES

- The college's capacity to process contracts, personnel requests and other business procedures slowed down the Consortium ability to complete its work plan. Additionally, the college's research and MIS capacity have made obtaining and utilizing data difficult. Lastly, the reporting requirements for the AEBG have been extensive and sometimes changing over time, which has occupied a large portion of staff time and been difficult to manage considering the governance structure of the consortium.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Gavilan Joint Community College District	\$430,298
2	Gilroy Unified School District	\$262,563
3	Morgan Hill Unified School District	\$622,110
4	San Benito High School District	\$30,526
Grand Total		\$1,368,513

The consortium has designated a fiscal agent

19 GLENDALE

PLAN SUMMARY

The GCCDRC established a collaborative partnership to build a comprehensive adult education system that leads to higher education and the workforce. To establish a customer-centered approach, the GCCDRC conducted research to profile the community. Results were used to identify gaps in the system which impact access to education as well as student success. To address these gaps, the GCCDRC developed its plan, targeting students with disabilities and English language learners as priorities, while strengthening the overall system and integrating with workforce development.

The GCCDRC Plan consisted of five key plan objectives which were the focus of our efforts in 2015-16, and achieving the following accomplishments:

1. GCCDRC solidified its partnership with the adoption of our Vision, Mission, and Values. GCCDRC was reorganized into 5 Committees, each with a detailed action plan to achieve plan objectives. Plans include tasks to be performed, timelines and performance metrics to measure success.
2. GCCDRC hired new faculty/staff to begin working with our target population. An ESL instructor was hired to add additional classes. A part-time counselor was also hired to provide support to students with disabilities and assist with creating new programs for this customer group.
3. A contextual curriculum for ESL was developed to integrate within career pathways and any other job skills training. This approach increases accessibility to ESL and capitalizes on evidence-based practice which supports the increased learning in a contextual curriculum. Implementation will occur in 2016-17.
4. A curriculum was developed to introduce adults with disabilities to the college environment and career pathways. The program teaches the skills needed for a successful college experience, career planning and preparation for entering the workforce. The program is scheduled for Winter, 2017, with referrals from K-12 (Foothill SELPA and GUSD) to successfully transition these students from high school to the community college environment.
5. The Verdugo Workforce Development Board leads workforce preparedness and job development for our students. In June 2016, they began providing workforce preparation workshops and job development services to students with disabilities enrolled in GCC's Uniquely Abled Program which trains students with autism as CNC Machinists. This program braids various funding sources (private foundation, Workforce Innovation & Opportunity Act, Department of Rehabilitation, and AEBG). Workforce preparation and job development will be expanded for all adult programs in 2016-17.

The most significant challenge for GCCDRC, was the limited time available to implement activities planned for 2015-16. The reorganization into Committees and creation of action plans has assisted in keeping partners organized and on task. Meetings were restructured with the first hour dedicated to GCCDRC business functions including approval of action items while the second half is dedicated to Committee work. In 2016-17, we will implement the programs designed in 2015-16 and continue those that meet the needs of students including ESL and workforce preparation. We will capitalize on partnerships and continue integrating AEBG with WIOA services. We will be launching our integrated industry sector strategy and career pathways to create the labor pool for our local employers.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>We have expanded the offering of noncredit ESL in our region at GCC by offering an extended ESL summer term. This is allowing students an opportunity of taking a compressed session. It has been a challenge as well to recruit appropriate faculty to teach the classes. Increased outreach to potential staff and added interviews and hiring has been a result of this change. In addition, instructors have been asked to modify their curriculum to insure compliance to the approved standards of instruction while meeting the logistical requirements of offering a shortened term. Administrative challenges have included arranging for support staff to be available during the extended summer session. In general, this expansion of ESL has been successful.</p>	<p>Challenges have included staffing in terms of organizing additional counseling staff. This challenge has resulted in collaboration with Student Equity to hire a part-time counselor for students with disabilities. We have had challenges in obtaining data since there are several entities in place with college MIS information that is not necessarily in line with data gathered by research and planning. This data has to be gathered reviewed and aligned to what was required for AEBG reporting. The difficulty in aligning the variety of information made reporting a challenge. We will work earlier in the year to provide the results we need to report and work with staff to provide additional support to align data gathered to what needs to be reported.</p>

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>We have adjusted a traditionally short-term summer ESL session to a longer period mirroring a full term. The summer session is going from 6 weeks to 10 weeks. The 10-week session is offered as a full 15-week curriculum. This has been successful in maintaining enrollment and having students engaged in their summer term. The summer term was traditionally viewed as a practice term for students. This new format provides students with an opportunity to progress and pass a level.</p>	<p>We have been experiencing increased demand for GCC's noncredit ESL classes. However, we have had difficulties expanding. We will be offering classes at two off-campus sites but the challenge is that clerical support will not be available. This gives instructors added responsibility. We are looking to find a site that will allow for expanded classes that will allow for multiple classes to be housed and have room for administrative oversight and clerical support.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Glendale Community College District	\$485,475
2	Glendale Unified School District	\$0
3	Verdugo Workforce Development Board*	\$500,000

#	Member Name	Total AEBG Funds
Grand Total		\$1,015,717

The consortium has designated a fiscal agent

20 SAN DIEGO EAST (GROSSMONT-CUYAMACA)

PLAN SUMMARY

The East Region Adult Education is looking forward to an exciting year that will transform the Adult Education system in our community. We are proud of the following accomplishments:

- Initial integration of transition services
- Introduction of transition/education maps for all Adult Ed students at GUHSD (piloted with HSD/ABE students)
- Introduction of program-specific orientation workshops for all new Adult Ed students
- Development and successful piloting of two accelerated classes (Math and HSE readiness)
- Introduction of a new VESL class (Medical Terminology) and college preparatory class (BOT boot camp)
- Coordination of college readiness and college matriculation events
- Introduction of a marketing and outreach campaign

Testing the effectiveness and impact will require continuous assessment, longitudinal studies and minute attention to detail. By the end of 2016-17 and consistent with the consortium's overall goals, we will have achieved the following:

- Incoming and current students will follow an individualized transition map developed, documented, and regularly reviewed together with an assigned Transition Specialist, who accompanies the student from entrance to graduation, to matriculation, or through transitions.
- Trained staff will conduct exit conferences with transitioning and/or graduating students; and follow up with students quarterly for at least 12 months after completion of an educational and/or career technical pathway.
- Students will have the option to take accelerated classes in ABE and HSE, visit Cuyamaca and Grossmont College campuses on field trips before matriculation, and explore careers and examples of multiple career pathway programs during a bi-annual Adult Education Week and regional job fairs.
- Students will actively participate in the evaluation of courses and programs through the student advisory council.
- Students will work with embedded tutors trained by community college faculty, within academic and ESL programs.
- Consortium members will have reviewed existing CTE pathways for their sustainability and developed at least two new pathways at GUHSD, in response to a gap analysis conducted in the East Region.
- GUHSD will pilot data-driven, managed enrollment as a means (1) to strengthen its ESL and ABE/HSE programs based on students' needs; (2) to mirror more closely the structure of college courses; (3) to transfer ownership of the learning process to students; and (4) to strengthen the classroom/learner community.
- GUHSD will pilot a program for adults training for child school success.

- GUHSD and GCCCD will provide instructor support for Mountain Empire’s Division for Adult and Alternative Education through coordinated field trips for students from Mountain Empire, and will explore coordinated CTE programs that meet the needs of businesses in the Mountain Empire region.
- Project Area Councils (PACs) will strengthen community engagement through the inclusion of members from GUHSD’s and GCCCD’s lifelong and continuing education communities.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>Introducing transition services had an immediate impact on Adult Education students and instructors, who understand better the opportunities a flexible entrance/exit curriculum provides. We aligned consortium initiatives with WASC activities for shared accountability, assessment and reporting, and introduced VESL classes that brought in new students. Collaboration with the East County Career Center has motivated us to plan the integration of basic career-and job-readiness training modules in all our classes. We were successful in expanding accelerated classes in ABE preparing students to obtain their HSD or HSE and reduce the need for remediation. Reciprocally, we started to explore opportunities for college students to enroll in a remedial class at Adult Education and a credit-bearing introductory-level course at Grossmont College, where they study alongside students who are ready for programs.</p> <p>Transition Specialists (TS), led by the Sr. Transition Coordinator and assisted by interpreters, offer bi-monthly group orientations fine-tuned to our programs and services. Orientations are open to families and friends of learners and provide activities where participants identify initial goals and meet with peer-mentors and student ambassadors. Coordinated and team-facilitated orientations to college matriculation and first-year experience, offered throughout the year, will ensure progressive, proper placement of students transitioning to colleges.</p>	<p>Open enrollment poses a challenge for instructors and students. Piloting managed enrollment will enable the consortium to track outcomes more consistently and foster increased communication and interaction among and between Program Area Councils (PACs). Research on managed enrollment indicates that its success is based on well-articulated syllabi and clearly defined benchmarks that benefit students in all aspects of their educational journey. Accordingly, we need to revise existing course outcomes and syllabi to ensure that 21st century skills and competencies are connected with education, training and applied learning pathways, focus on access, success, and sustainability, and meet the needs of businesses and the community.</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
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From the beginning and because selected GUHSD and GCCCD programs are also funded by WIOA, instructors and administrators reached out to appropriate partners at the East County's one-stop career center to learn about best practices regarding integrated education and training programs and to better understand and meet the needs of those students who cannot access WIOA services. The one-stop career center facilitated employer input, job fairs, and job readiness classes from which the consortium's students benefitted directly. Through shared business relationships, the consortium partners also learned about professional development needs within the regional business community. We are developing a business-specific ESL program for working adults and their family members, where the latter are receiving student support services that introduce them to other adult education classes and programs such as CTE or ABE.

In the Mountain Empire region, we are facing additional challenges: Most potential students are working 2-3 jobs, often in very remote areas and with job responsibilities changing on a weekly basis. They cannot meet the requirements of more traditional adult or even alternative education programs, and Mountain Empire cannot provide more support with transportation and/or staff.

In addition, our consortium and Adult Education as a system that works are still not known well enough. We will need to strengthen our joint outreach efforts at a time when the community college system itself is also changing. Creating flow between K-12 and community college environments when many other initiatives are also unfolding separately in both systems, proves difficult at times.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Grossmont Union High School District	\$7,182,509
2	Grossmont-Cuyamaca Community College District	\$628,975
3	Mountain Empire Unified School District	\$8,267
Grand Total		\$7,866,672

The consortium has designated a fiscal agent

21 SALINAS VALLEY

PLAN SUMMARY

In Program Year 1 (FY15-16), the Salinas Valley Adult Education Consortium (SVAEC, or Consortium) began important foundational work for the short- and long-term expansion and improvement of adult education (AE) programs and services in the Salinas Valley. It has been an exciting and challenging time of great transition and progress.

The nascent Consortium started to evolve into a cohesive body and collaborated on the establishment of a more formal governance structure, policies and procedures, vision/mission, and logo. A Consortium Director and Program Assistant were hired. Together the SVAEC Members (with wide representation of teachers, support staff, and administrators in Steering Meetings, Planning Committee meetings, and Professional Learning Communities), developed 3-year and annual plans for the region, and made important strides towards effective implementation of those plans in what was essentially a 6-month program year (funding was received from and plans were approved by the State in late 2015).

Overall, the SVAEC increased the quantity and quality of AE offerings in the region, and began building a strong infrastructure to support further growth. New teachers and support staff were hired; new curriculum, assessment materials, software for instruction and data tracking, and equipment were purchased; 2 districts built AE-dedicated portables to increase capacity; and more adult students were served.

The 5 adult school members of the Consortium used AEBG funds to focus on rebuilding their primary programs, ESL and ABE/ASE/HSE, after the destruction caused by drastic budget cuts and program reduction over the last 6-8 years. Efforts are already bearing fruit. For example, starting in February 2016, South Monterey County district offered adult education for the first time since 2008, and in that short time served 231 adult learners with 4 ESL classes and 1 HSE class. And Soledad Adult School was able to offer HSD/HSE instruction and HiSET testing for the first time in 4 years and already saw great results: 20 adult learners obtained their High School Diploma and 41 students passed the HiSET exam. The adult schools were also able to offer new types of programming, including Citizenship, Basic Computers, and Family Literacy.

Monterey County Office of Education (MCOE) and Hartnell College both developed and piloted new innovative technical training offerings. MCOE provided career pathway training for its 18+ incarcerated youth in Diesel Mechanics, IT, and Transportation/Aviation. Hartnell piloted an introductory Building Trades course with an ESL component; a basic Office Technology workshop series in Spanish; and Cleaning & Sanitation workshops as part of its new Farmworker Education program. Both Hartnell and MCOE worked on offering more supplemental academic support services for their adult CTE students, as well, with tutoring and mobile apps for supplemental trade-specific basic skills learning support.

In Program Year 2 (FY16-17), the SVAEC will continue the work it started in Year 1: laying the foundation for growth while gradually expanding services. More AE teachers, support staff, and coordinators/administrators will be hired, and 2 more districts will increase their capacity by acquiring AE facilities (portables). The adult schools and MCOE will continue growing their primary programs (ESL and ABE/ASE/HSE), while also focusing more on new programming: CTE, Workforce Prep, Digital Literacy, Family Literacy, and Citizenship. All Members aim to expand their student support services: counseling/advising for college and career planning; transition support and bridge programming; supplemental academic support; and support for Adults with Disabilities.

As a Consortium, the SVAEC will increase efforts in marketing and outreach (now that programs are more established they can increase enrollment); partnership-building (particularly with industry and other LEA initiatives to develop adult career pathways); student/program data collection and reporting; and collaborative professional development (particularly for new AE teachers).

The SVAEC is confident that with continued and increased funding, regional collaboration, adaptability to changing needs, and purposeful expansion, it will fulfill its vision that All adults in the Salinas Valley will receive equitable access to the education, training, guidance, and support needed to set and achieve their educational and career goals.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>SVAEC Members expanded the levels and types of AE programs in the region, particularly ESL and ABE/ASE/HSE. Two examples of great impact: South Monterey County district provided AE for the first time since 2008 and in 4 months served 231 adult learners with 4 ESL classes and 1 HSE class; Soledad Adult School offered HSD/HSE instruction and HiSET testing for the first time in 4 years and saw 20 adult learners obtain their HSD and 41 students pass the HiSET exam.</p> <p>New classes and services added in 15-16:</p> <ul style="list-style-type: none"> • ESL sections (new types, levels, and times) added by 4 adult schools • ABE/ASE/HSE sections (new types, levels, and times) added by 5 adult schools • HiSET testing services added by 2 adult schools • Citizenship and EL Civics added by 3 adult schools • Family Literacy added by 1 adult school • Computer instruction added by 1 adult school and Hartnell College • More technology-based teaching/learning used to enhance AE classes by all members • CTE instruction and academic support services added by MCOE (Diesel Mechanics, IT, Transportation) and Hartnell (Building Trades and Ag) 	<p>Many challenges and barriers to expansion and improvement persist:</p> <ul style="list-style-type: none"> • Limited space/facilities (for instruction, testing, administration, childcare; many adult classes still provided in evenings in elementary and secondary school classrooms) • Shortage of qualified instructors, support staff, and childcare providers (in 15-16, it took a very long time to fill positions, and several positions still remain unfilled) • High turnover in 15-16, many districts had changes in personnel due to teachers, support staff, and administrators leaving/retiring or out on leave; it was hard to replace them and continuity in programming and progress was impaired • Data collection very challenging, especially for non-WIOA agencies for whom this is pretty new and for districts building AE programs back up from nothing; hard with little guidance and changing requirements from State • AEBG timeline challenging, especially with late funding, tight deadlines, changing requirements for reporting, hard when trying to be thoughtful, intentional, smart in this initial building phase • Conducting needs assessments and outreach and recruitment, designing programs and class schedules that match adult learner needs, and

- Additional workforce prep and career counseling added by MCOE and Hartnell

In addition to quantity, the quality of services has improved in some areas, as seen in the form of improved student CASAS scores and student surveys, for example, due to factors like effective instruction, technology in the classroom, expanded hours of instruction, increased number of locations, and more college and career readiness support.

creating clear pathways and smooth transitions for students into postsecondary and the workforce are all incredibly challenging with the high number of migrant and undocumented adults in the Salinas Valley

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>More instructional and non-instructional programs and services for adult learners were added and more easily accessed because many gaps in services and resources were addressed:</p> <ul style="list-style-type: none"> • Instructor positions created/filled • Support staff positions created/filled • Administrator positions created/filled • Facilities added (AE-dedicated portables) • Curriculum developed • Curriculum/instructional materials and software purchased • Assessment materials and software purchased • Equipment for instruction and program administration purchased • Childcare offered • Transportation assistance offered • Marketing and outreach increased <p>One incredibly valuable service offered in 15-16 was increased outreach, student support, and Consortium involvement by Hartnell's College Pathways Coordinator (SSSP funded). Through contacts made via</p>	<p>Progress is being made in meeting regional adult education and training needs, but there remain many challenges.</p> <p>Adult Student Challenges/Barriers/Gaps/Needs:</p> <ul style="list-style-type: none"> • English language instruction (for employment/career advancement and to be more actively involved in children's schooling/learning) • Computer training • Childcare and transportation assistance in order to access AE services • Support services like college and career advising, educational planning, transition support • Bridge programming that helps adults transition from adult schools to college, as well as from ESL to ABE/ASE/HSE • Affordable, open-access technical training that leads to high-wage jobs • Contextualized and experiential learning _ academic instruction with hands-on training and work experience • Learning disability assessment and accommodations

the Consortium, she visited adult schools to conduct workshops, orientations, tabling, and class presentations in an effort to increase awareness of the college admissions process, programs and services offered at Hartnell, and how to access postsecondary education as an AB540 students. She also conducted campus tours for adult school students and teachers so they could become familiar and comfortable with the college campus. The College Pathways Coordinator was also an active participant in the Consortium Steering Meetings and Professional Learning Communities, where she offered and gathered valuable input about the needs of non-traditional adult students.

- Basic literacy instruction in English and Spanish
- Limited options due to undocumented status, which impedes access to postsecondary education and work opportunities
- AE class calendar does not always match the seasons, which is challenging due to the migrant nature of much of the adult population, who move in and out of the area to follow agricultural jobs

AE Provider Challenges/Barriers/Gaps/Needs:

- Shortage of space/facilities (especially during days)
- Shortage of qualified instructors
- Cumbersome hiring processes and purchasing processes
- Shortage of quality/certified childcare providers
- Challenging to create cohesion throughout the Consortium and within districts when scattered at different locations and different schedules
- Data collection challenging due to new, changing requirements, the need to acquire and learn new software, time it takes to establish common guidelines throughout the region, and the transient nature of adult learners (hard to track progress)
- Limited capacity of staff/administrators/teachers to implement new programs and services (overloaded; often only 1 person responsible for AE in a district)

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Gonzales Unified School District	\$255,628
2	Hartnell Community College District	\$562,577
3	Monterey County Office of Education	\$28,000

#	Member Name	Total AEBG Funds
4	North Monterey County Unified School District	\$454,242
5	Salinas Union High School District	\$1,716,285
6	Soledad Unified School District	\$342,618
7	South Monterey County Joint Union High School District	\$78,500
Grand Total		\$3,490,139

The consortium has designated a fiscal agent

22 IMPERIAL

PLAN SUMMARY

The first year of the Adult Education Block Grant served as an opportunity for our Imperial County Adult Education Consortium (AEC) Members to work together and set common goals. This first year also allowed for the Consortium members to meet regularly and have dialogue about where their efforts as a County would be most effective. The AEC has begun to evolve as a whole and augment Adult Education service areas in the Imperial County.

As a result of the collaboration of the Consortium members, the AEC has successfully made budgetary decisions to support and augment each district member’s Adult Education Programs. The Consortium has accomplished the following, in it’s first year’s efforts:

- Developed a Governance Plan and Structure for decision making
- Agreed upon an allocation formula to allocate funds to each Consortium Member
- Agreed to fund start up costs for districts without a program and with minimal resources for adult education services to augment those services in areas of needs and where gaps in services are present
- Began marketing their collective adult education efforts by creating a new logo featuring their Consortium name, Adult Education Consortium AEC with a tagline of: Enroll, Educate and Employ
- Surveyed their Adult Education teachers and used that data to compose a professional development schedule to further develop the skills of their school site staff/instructors
- Hired and trained new staff
- Invested funds on enhancing technology at their program sites
- Established new partnerships including working with the Imperial County Jail to service incarcerated adults and enhance literacy services in the Imperial County by partnering with the Imperial County Library.
- Hired two Student Success Specialists to begin the efforts of providing support to Adult Learners and provide services that will bridge their learning to the workforce and college and career readiness.

In sum, the Imperial County Adult Education Consortium members are ensuring that adult education services are broadened to all areas of the county and streamline services to allow for seamless transitions across adult schools in the county, community college and into the workforce. The goal and vision is to educate the adult learners in the county and provide resources for them to enter the workforce, enhance their current skills and better prepare them in seeking vocational training or a college education.

By the end of 2016/17 the AEC will have adult education services offered in all nine, member district areas, will be tracking student progress/success via the ASAP Tracking System, have two Student Success Specialist assisting with creating a pathway to the workforce and community college and expand services to smaller cities within the larger areas of the county. The AEC is currently focusing adult education efforts on five of the seven program areas.

LEVELS AND TYPES OF SERVICE

SUCCESSSES

CHALLENGES

Throughout this first year, Consortium members met regularly in a public meeting to discuss plans for expansion of services and were able to move forward with re-establishing services in member districts that had limited or no adult education programs in place. As a result of this collaboration, the Consortium successfully made budgetary decisions to support and augment each member district's Adult Education Programs. The Consortium can successfully report that each of the nine member districts now have a plan and are moving forward with their programs to expand services to adult learners county-wide.

One of the major challenges this first year was moving forward with implementation so late in the year. A few of the new Consortium member districts had to purchase new materials and hire new teachers and staff to begin offering classes and start their programs. Many of these efforts did not occur until mid to late Spring. Calipatria Unified School District is expected to start their new adult education program in the Fall of 2016.

REGIONAL EFFECTIVENESS

SUCSESSES

The Consortium developed a survey that was administered to their Adult Education Teachers in the early Spring of 2015/16. Based on the responses of the survey, the Consortium had a discussion about what topics should be followed up on with professional development for their teachers. Furthermore, the Consortium developed a professional development calendar for 2016/17 and contracted the Imperial County Office of Education to provide ongoing professional development to the adult education teachers working under the efforts of AEBG. These professional development trainings will be focused on topics pertaining to the AEBG program areas. Additionally, other professional development opportunities will be offered as opportunities arise.

CHALLENGES

One of the challenges was moving forward with implementation so late in the year. For this reason, a professional development calendar was created and the Consortium plans to follow the scheduled trainings for year two.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Brawley Union High School District	\$68,035
2	Calexico Unified School District	\$261,128
3	Calipatria Unified School District	\$27,900
4	Central Union High School District	\$592,905

#	Member Name	Total AEBG Funds
5	Holtville Unified School District	\$166,774
6	Imperial Community College District	\$75,000
7	Imperial County Office of Education	\$648,754
8	Imperial Unified School District	\$17,759
9	San Pasqual Valley Unified School District	\$31,834
Grand Total		\$1,846,657

The consortium has designated a fiscal agent

23 KERN

PLAN SUMMARY

The Kern Consortium oversees the implementation and expansion of adult education (AE) programs as far north as Bishop east of the Sierra Nevada's and Porterville to the west, and as far south as Bakersfield and Sierra Sands to the southeast. Thus, the consortium is divided into four sub-regions which focus on the unique needs of each community while mindfully developing continuity across the broader region. Thus, progress is reported by the following sub-regions:

- Bakersfield (Kern UHSD and Bakersfield CC)
- North Kern (BC-Delano, Delano JUHSD, McFarland USD, and Wasco UHSD)
- Porterville (Porterville USD and Porterville CC)
- Eastern Sierra (Tehachapi USD, Sierra Sands USD, Mojave Joint USD, Muroc JUSD, and Cerro Coso CC)

By 2017-18, members envision a comprehensive AE program across the entire region with a number of on- and off-ramps to meet the needs of all adult learners.

BAKERSFIELD:

In 2015-16, Kern UHSD, Bakersfield Adult School (BAS) implemented a marketing campaign to raise awareness of AE and Career Technical Education (CTE), initiated a One-Stop to coordinate services, expanded Digital Literacy to ensure use of iPads and Chromebooks for more students, and initiated a culinary program within the AJC building, fulfilling a county request for food safety training.

In addition to further developing the One-Stop, BAS anticipates increased coordination of services among members in 2016-17. In preparation for this coordination, BAS collaborated with Delano Adult School (DAS) on DAS's implementation of computer based testing for the HiSet. Similarly, BAS, DAS, and Bakersfield College (BC) collaborated on ESL curriculum development. Collaboration of this type is expected to continue.

NORTH KERN:

Once fully staffed with AEBG positions, NK will increase seamless transitions support. Wasco Adult School (WAS), for example, has hired a Program Coordinator while BC will hire an AEBG Program Manager and a Disabled Students Program Service Counselor in 16-17.

In addition to the new positions, NK plans to expand BC courses to Wasco, McFarland and Delano and relocate portables for additional CC courses in Delano and McFarland. In addition to BC courses, WAS and MAP plan to offer industry-approved training by outside partners.

PORTERVILLE:

PAS will work toward all 3-Year plan goals in 2016-17 by adding additional ESL, ABE and HiSet classes to day and evening programming. PAS will continue to expand a One Stop by further developing partnerships with local employment agencies and will continue to focus on transitioning students to Porterville Community College (PC).

EASTERN SIERRA:

ES will focus on basic skills, computer and welding courses. Additionally, GED and/or high school diploma courses to transition students to CC's will be developed and expanded. ES will provide course articulation collaboration time for CC and AS faculty. The region will focus on outreach activities by CC's to increase AS to CC matriculation.

Computer and Welding labs will be established at all AE facilities in 2016-17. Liaisons will be hired and connected with CC's to better serve students. Finally, professional development (PD) opportunities to collaborate across the region will happen by the end of 2016-2017.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>Bakersfield: BAS now offers Accuplacer, the BC placement assessment, on the BAS campus. BC counselors are meeting with students at BAS to complete educational plans and distribute student schedules. Significant discussion regarding Dual Enrollment has occurred within the region due to AEBG collaboration. Continual outreach to the CCs regarding On Ramps for students transitioning to CCs or the workforce remain a priority for 2016-17.</p> <p>North Kern: NK successfully addressed the AE needs in their area through regular sub-region meetings. DAS has successfully partnered with BC-Delano to offer a new EMSL course at DAS and to discuss adding additional courses in 2016-17. Additionally, DAS successfully planned for the implementation of a new Auto Tech course in 2016-17; collaboration with BC AutoTech teachers has been instrumental in preparing for a successful implementation.</p> <p>Porterville: Porterville focused on engaging community partners in the One-Stop in 2015-16.</p> <p>Eastern Sierra: A partnership between Mono CCOE and Cerro Coso CC(CCCC) was established whereby MCOE now uses a CCCC facility as a One-Stop. Mojave SD (MSD) saw 14 adult completers in their new Computer Office Application Course and 18 a completed Level One Welding and will begin Level Two in September.</p>	<p>Summarized by Sub-Region:</p> <p>Greater Bakersfield: Limited progress has been made within the area of seamless transitions. BAS has had difficulty engaging BC faculty regarding the need to increase articulation agreements and align curriculum which would create seamless on-ramps for AE students. Significant discussion regarding Dual Enrollment has occurred within the region which may have slightly redirected attention from AE alignment discussions.</p> <p>North Kern: Funding challenges created noticeable delays during 2015-16. Many of the NK partners were unable to move forward with projects due to late funding arrival. This issue appears to be resolved and the members anticipate that the region's ability to move forward with designated projects will be more successful moving forward.</p> <p>Porterville: The Porterville sub-region challenges were linked to funding delays.</p> <p>Eastern Sierra: Mono County Office of Education (MCOE) found communicating the new AEBG opportunities to their community challenging; however, the partnership with Cerro Coso Community College (CCCC) whereby MCOE will use a CCCC facility as a One-Stop in 2016-17 should mitigate that challenge.</p>

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>Bakersfield: The Bakersfield sub-region has entered into several collaborative opportunities with the DAS campus including support for the implementation of HiSET and EMSL training. Additionally, the new culinary program advances the county's objective to offer a Food Safety course that would support the regions budding food industry.</p> <p>North Kern: The NK sub-region has focused energy primarily on the developing a solid infrastructure for AE across the region. Regularly held collaborative meetings among sub-region members has developed a comprehensive vision and a strong sense of collaboration among members as well as community partners.</p> <p>Porterville: The Porterville sub-region has focused energy on developing relationships with regional partners to engage in the One Stop project.</p> <p>Eastern Sierra: The Eastern Sierra sub-region has focused on developing a strong, comprehensive vision for the sub-region through regularly scheduled sub-region meetings. A strong network among members has led to sub-regional agreement on student assessment platforms as well as on-line instruction offering. The sub region also welcomed Muroc as a new member and supported the re-opening of the Muroc AE program.</p>	<p>Bakersfield: The Bakersfield sub-region hosts two of the region's largest AE programs: BAS and BC. The sub-region is often hard-pressed to arrange collaboration time that would lead to decision making that would advance sub-region objectives.</p> <p>North Kern: The NK sub-region is challenged by high poverty across several rural communities. The four AE entities in the sub-region are challenged to develop a full array of AE offerings on each AE campus. Furthermore, many community members lack transportation to commute the 10-20 miles to attend desired programming that may be available in a nearby community. Thus, the sub-region is developing a transportation system to help adults move across the sub-region to attend specific programming to meet their instructional objectives.</p> <p>Porterville: The Porterville sub-region is addressing regional needs as would be expected.</p> <p>Eastern Sierra: The Eastern Sierra sub-region spans a significant distance from Bishop to the north and Sierra Sands and Tehachapi to the south. Sub-region members are challenged to develop a system that will allow for seamless transitions across all communities. The CCCC is taking a strong lead in developing a collaborative process among the region, focusing on articulation agreements and dual enrollment coursework.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Delano Joint Union High School District	\$1,354,485
2	Kern Community College District	\$1,541,564
3	Kern County Regional Occupational Center	\$0

#	Member Name	Total AEBG Funds
4	Kern County Superintendent of Schools	\$0
5	Kern Union High School District	\$10,250,051
6	Mammoth Unified School District	\$0
7	McFarland Unified School District	\$296,147
8	Mojave Unified School District	\$294,500
9	Mono County Office of Education	\$205,922
10	Muroc Joint Unified School District	\$0
11	Porterville Unified School District	\$1,388,787
12	Sierra Sands Unified School District	\$222,750
13	Tehachapi Unified School District	\$187,036
14	Wasco Union High School District	\$241,292
Grand Total		\$16,126,066

The consortium has chosen direct funding

24 LAKE TAHOE

PLAN SUMMARY

If PY 2015-16 was about capacity building, then PY 2016-17 is all about enrollment and participation. In Year 1, the consortium successfully built meaningful and integrated relationships with members and network partners through a variety of avenues which sets the stage for the transition to service delivery and meaningful engagement.

The Year 2 Plan, which was created with not only member, but again, network partner engagement, really focuses on the rollout of new services and programs designed to meet learners where they are and enroll them in relevant, rigorous and meaningful opportunities to advance their career, education, and civic goals. Therefore, the LTAEC/Advance Network:

1. Supports a no wrong door decentralized (multi-hub) approach to connecting adults with learning and career pathways emphasizing: multiple entry points for literacy services and HSE prep and testing that prepare adults for subsequent college enrollment, basic skills integration and contextualization in the HTRR employment sectors leading to career advancing skill certifications, WIOA supported job placements including pre-apprenticeship where applicable, and specific focus in year two on work readiness and targeted customer service skills.
2. Will value specific programs supporting multi-hub and multi-lingual ESL, basic skills, literacy and HS diploma attainment together with short term skills programs for targeted sectors that are integrated with a localized job placement system.
3. Has expressed preference for the development and implementation of curricula designed and delivered in a multi-hub model to achieve: financial, literacy, and communication skills, multi-level HS Diploma completion tools adapted for diverse learning needs, an active career guidance service, investigation into prospective housing support for workforce, an evolving soft skills curriculum prospectively integrated with local and regional work experience services.
4. Will focus on guidance emphasized proactive multi-channel outreach to prospective adult learners including multiple media, work-based promotion, and targeted crisis or transition settings where adults are currently served. The Network prefers the Marketing & Community Outreach workgroup to focus on communicating the value of Advance services through established community partners, information kiosks, speaker series, and success stories.
5. Is committed to a multi-hub/ bi-lingual model for advising, assessment, and service delivery including the adoption of specific Academies and WIOA sponsored certifications where appropriate.. The Network partners have strongly embraced the Advance program offering certificates of achievement and work experience supporting skills valued by local and regional employers.
6. Will focus on family level benefits in multiple settings and services linked to student learning outcomes which integrate sector specific learning with academic enrollment. In addition the Network would like to track employment and wage progression in addition to educational attainment.

LEVELS AND TYPES OF SERVICE

SUCCESSSES

CHALLENGES

As mentioned above, the collaboration with local industry is allowing the consortium to expand sector specific offerings, especially in hospitality and tourism. The initial focus is at the badge (or pre-credit) level with explicit connection to higher level opportunities. We had (through EDCOE) a marked increase in our ABE/ASE services (15-16 targets of 89, actuals of 153). The consortium also completed the steps for establishing an HSE testing site in South Lake Tahoe (a first) which eliminates a drive of 60-90 miles for test takers. The first official tests were successfully administered in June and a monthly schedule will be implemented in August with plans to expand testing to the county jail and into Alpine County later in the Fall.

In program year 2015-16 the primary challenges facing the consortium were connected to the geographic isolation of South Lake Tahoe (in relation to the western portion of El Dorado County) and of Alpine County in general. For South Lake Tahoe, this has meant minimal services from the County, including the WIOA Title I partners who are only able to provide staff presence on a fairly limited basis (which in turn, means limited options for possible participants). In Alpine, the issue is exacerbated by a wide (and thinly) spread population. One final geographic issue is the cross-border nature of the communities. While the AEBG funding targets California residents, there are potential participants living in the Stateline area of Nevada who access services (and employment) in California and many California residents are employed by large industry partners in Nevada (especially the casinos).

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<p>The most impactful advance in serving the needs of the region was the establishment of a local testing center for high school equivalency. Prior to June 2016, adults wishing to earn their high school equivalency were required to travel to Placerville, approximately 60 miles away (and over Echo Summit at over 7,300 feet, a challenge in most months and occasionally impossible in the winter). Opening a testing site in South lake increases access for the over 3,000 residents who currently lack a high school credential. In addition, we will be able to begin testing in the El Dorado jail facility and Alpine County in Fall 2016 increasing access there as well. Additionally, the strong relationships built during PY 2015-16 means a more coordinated approach to serving the broader needs of adults and will lead to integrated orientations and services throughout PY 2016-17.</p>	<p>Residential dispersal (especially in Alpine County) and a two-state community present unique challenges in delivering services and meeting the needs of adults. Providing enough options, in enough locations, with adequate hours of access (and in multiple languages) means that we will have to continue to look for innovative products and processes. For example, use of online resources that allow for self-paced individual use, supported lab use, and/or integration into structured classes. This multi-model approach is a critical design element as we build new services and providing the support and professional development to ensure success in implementation is another challenge we face.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Alpine County Unified School District	\$71,429
2	El Dorado County Office of Education	\$31,000
3	Lake Tahoe Community College District	\$622,571
4	Lake Tahoe Unified School District	\$100,000
Grand Total		\$850,318

The consortium has designated a fiscal agent

25 LASSEN

PLAN SUMMARY

The vision of the Lassen County AB86 Consortium agreed upon in 2014 is:

- Providing preparation and skills needed for employment, career advancement, continuing education, and personal growth for our local residents.
- When the initial data was gathered for the AB86 reports it showed the staggering rise in local youth without a diploma (or equivalency), and lack of employment skills to meet the demands of local employers.

Services for adult learners are now being aligned between eleven school districts, local agencies and workforce with AEBG funds. The consortium meetings will continue to be a forum for planning with local support agencies, educators and staff to meet the needs for adult education in our service region. The partnership between the Alliance for Workforce Development (WIOA) agency, Health and Human Services agencies, county agencies, the school districts and community college will assist in the referral system for the adult learner's placements and connections.

THE ACCOMPLISHMENTS DURING THE 2015-16 YEAR INCLUDE:

1. Allocations to six of the consortium school districts that applied for funding to support adult education programs.
2. A Literacy program is being developed between the college and local library to be offered at both locations.
3. A Parenting Life Skills program with the college Kinship department offered workshops last spring, doing outreach in the community.
4. Westwood High School offered an adult CTE AG Welding class at night, with certificate for employment.
5. Modoc High School offers a diploma completion program and Modoc County Office of Education teamed up with their local Teach agency to begin GED prep classes and GED testing.
6. Long Valley Charter School worked in the late spring and summer for diploma completion classes.
7. The Steps to Success program at Lassen College revised curriculum for basic skills and received all approvals through the curriculum process.
8. A new program recently approved at Lassen College is the Certificate of Completion in Pathway Entry, and the next step is the Certificate of Accomplishment in Pathway to Employment Success. Both offer basic skills, soft skills, and employment preparation.
9. Lassen College received approval from CDE to become a HiSet test center, and a classroom was prepared and curriculum readied with the Steps to Success Program.
10. The county jail is now working with the Steps to Success program to expand the education offerings inside the jail for diploma equivalency and soft skills.
11. Lassen High School's Diploma Gold program funded with MOE is being revised and expanded to offer adult community classes and more hours for instructors with diploma completion classes.

To align all of these educational services is a collaborative effort between the consortium, college, school districts, local agencies and workforce. In our rural counties of Lassen and Modoc the need to expand these programs and service more diverse adult learners of all types continues to be the consortium focus.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>To meet the needs of high school diploma completion or equivalency several types of programs are now being implemented across both Lassen and Modoc counties. Basic Skills classes and HiSet preparation are being offered by the Lassen College Steps to Success program, a California High School Diploma is being offered by an independent study program at Long Valley Charter School, a Lassen High School diploma is being offered by their Diploma Gold program, and GED preparation and high school diploma completion is being offered in Modoc County.</p> <p>Our consortium partnerships bring a broader perspective on regional training needs and link adult learners in need of services. These partnership efforts have allowed members to work together successfully on the AB86 Adult Education Planning Grant and continue with AEBG consortium meetings. Several strategies for workgroups have been introduced at consortium meetings and this has improved the dialogue and information sharing between school members and local partner agencies. Continued discussions and workgroup sessions will determine the best practices to meet the needs for implementing successful adult education programs in our region.</p>	<p>The most difficult aspect of the implementation stage will be connecting with future participants. With a larger population of probationers and unemployed or at-risk youth, that have little connections with the schools or college, support is needed to reach out and encourage participation. Hiring enough mentors or counselors is also a challenge as there is a limited supply of qualified applicants in our rural area. Marketing and outreach will play a key role in reaching out to let adult learners know of the educational programs and services available to them. Leveraging the combined resources of the consortium members and partners to increase communication and obtain referrals that connect adult learners with services will improve student transitions.</p> <p>A challenge will be expanding our programs across the large geographic area of two counties and over seven thousand square miles. The service area population has a high need for adult education opportunities to improve literacy skills, diploma completion (equivalency), English language development, and career readiness. The school districts now serve as a liaison to adults in these areas for adult education services, and will continue to provide personal growth for local residents with adult education classes</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<p>Soft Skills Development workshops with communication and interpersonal skills for the adult learner that needs workforce preparation are successful. The Lassen College Steps to Success Program has built in soft skills with the 21st Century training and this will be offered to adult learners with classes and workshops. These workshops benefit adult learners that have not yet</p>	<p>The challenge to strengthen programs for adult education in our service region is finding enough qualified applicants to be instructors, coordinators, counselors, and mentors. With a limited applicant pool of educated personnel it is difficult to fill positions that are needed for our program professionals. Marketing and communication are essential in hiring qualified</p>

been in the education environment and have little knowledge of what actions are required of them. Offering soft skills training at more locations and available to our diverse population provides greater opportunities for student success.

Hard Skills Development used in short-term CTE classes at high school or college for hands on training is very successful. The skills learned often allow the student to obtain employment with a certificate of course completion. These classes are offered at the high school or college and the college is working to add more short-term CTE classes to meet the needs of local employers in the medical field, automotive, and for office employees. The community asks for CTE skill classes for employment and the consortium is working to fund the programs presented and encourage high schools to offer CTE certificate programs for adults in the evenings.

applicants for our programs.

A challenge was the delay in funding to begin program implementation in 2015. Due to the limited time frame and school member resources, programs could not be adequately staffed to begin. Allowing carryover with member allocations will enable programs to begin again this month without delays. Staff is already committing to expanding existing programs that would enable more adult learners to participate.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Big Valley Joint Unified School District	\$2,139
2	Fort Sage Unified School District	\$0
3	Lassen Community College District	\$662,929
4	Lassen County Office of Education	\$0
5	Lassen Union High School District	\$24,941
6	Long Valley Charter School	\$82,071
7	Modoc County Office of Education	\$90,000
8	Modoc Joint Unified School District	\$0
9	Shaffer Elementary School District	\$0
10	Surprise Valley Joint Unified School District	\$0
11	Westwood Unified School District	\$5,000
Grand Total		\$892,858

The consortium has designated a fiscal agent

26 LONG BEACH

PLAN SUMMARY

During the 15-16 school year, the consortium was focused on creating partnerships in the community that would support the goals of adult education as well as reviewing course offerings so that they are aligned to the needs of potential adult education students. For the 16-17 school year the consortium is dedicated to improving on last year's accomplishments, specifically, increasing their partnerships with CBO's. Together the consortium and the partners will create a resource guide aimed at providing students with references and information needed for program offerings as well as pre and post transitional services. The consortium will be dedicated to creating specific non-credit curriculum that will lead to employment or post-secondary education. Working between the two members (LBCC & LBUSD) and the community partners we are going to focus on creating seamless pathways that will allow students to move from one entity to another. Lastly, we are going to place greater emphasis on a comprehensive marketing plan that will include creating a mission statement and name which is easily recognizable in the community.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none">LBAEC has worked diligently to expand their HSD/HSE offerings to the Long Beach community. As a result adult independent studies classes have been created aimed at targeting adults who need to obtain a HSD/HSE but have difficulty in attending classes due to other obligations. Additionally, there has been extensive work in creating basic skills modules that will provide greater opportunities for students who need to refresh skills to be successful in post-secondary education.	<ul style="list-style-type: none">During the 2015-2016 program year, the consortium lost its Program Director and remained without for most of the year. This resulted in the consortium not having a person to take on the dedicated responsibility of keeping the consortium on track. With the addition of a new Program Director, the focus has now returned with increased intensity toward meeting the outlined goals of the consortium as it looks to expand its services to the Long Beach community.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
No information provided at this time.	No information provided at this time.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Long Beach Community College District	\$1,076,263
2	Long Beach Unified School District	\$1,128,240
Grand Total		\$2,270,560

The consortium has chosen direct funding

27 LOS ANGELES

PLAN SUMMARY

The Los Angeles Regional Adult Education Consortium (LARAEC) developed and implemented a vision for its Three-year Regional Comprehensive Plan, which can be summarized as follows:

- Each member-district will sustain, expand, and improve adult education in the region. Additionally, through its vision statement LARAEC pledges to innovate programs and facilitate the transition of students from adult education into college and the workforce. It also promises to do so while holding its students' and the region's needs as the driving concern that propels activities.
- Each member of LARAEC may have its own approach to the Consortium's vision; nevertheless, they all remain committed to developing adult education programs that help students meet their goals and become strong contributors to the economic vitality of the region.
- LARAEC's 2016-17 Yearly Plan reflects the commitment and actions taken by all its members to be the best stewards for adult education in the region.

During 2015-16, LARAEC gathered input from multiple stakeholders such as district leadership, faculty, teachers, staff, students, local businesses, and community partners (in fact, LARAEC surveyed thousands of its students and hundreds of its faculty) to develop a Yearly Plan that incorporates the many voices of the Consortium.

To ensure the success of all students, adult education providers and regional partners must unite in their efforts to re-think and create a more effective continuum of educational services that connects adult learners to high-wage and high-skill employment. To this end, LARAEC members have closely collaborated with the City of Los Angeles Workforce Development Board (WDB) to implement the use of WIOA Navigators at six of the City of Los Angeles WorkSource Centers. The WIOA Navigators, funded jointly by LAUSD and the City of Los Angeles WDB, are Adult Education Advisors who will be instrumental in assisting City and LARAEC clients in achieving their academic and training objectives. Other collaborative efforts by LARAEC members are also underway; for example, there are more than 20 pilot programs either ongoing or soon to be deployed to evaluate the feasibility and scalability of promising practices and collaborative efforts adopted to address student needs and/or gaps in services.

While protracted negotiations over Consortia Funding levels slowed LARAEC's progress in implementing RCP strategies, the Consortium was ultimately able to continue its work and to meet many of its objectives.

THE FOLLOWING HIGHLIGHTS LARAEC'S ACCOMPLISHMENTS FOR 2015-16.

Three workgroups either continued or began (in March 2016) activities designed to implement the strategies identified in LARAEC's Comprehensive and Yearly Plans.

1. The ESL and Citizenship workgroup continued activities, which resulted in:
 - a. K-12 Aligned Curriculum for ESL Levels one through six
 - b. Aligned and integrated ESL assessments (in progress)
 - c. Developed a Crosswalk of assessment for the region (in progress)
2. The Career Technical Education workgroup begun the creation of Career Pathways for students to seamlessly transition from Adult Education to the Workforce or to Community College. These Pathways

will also include articulation agreements with community colleges. Six Pathways, with multiple entry/exit points and stackable certificates, were completed. These pathways are:

- a. Computer Applications
 - b. Health Information Technology: Insurance and Billing
 - c. Pharmacy Technician
 - d. Security Officer Trainee
 - e. Technology Integration
 - f. Radiologic Technician/Radiologic Technology
3. The Counseling workgroup started the task of developing a Counseling Best Practices Guide, an individualized student plan, and a directory of student and community supports, which resulted in the completion of the following:
- a. LARAEC Individualized Student Plan
 - b. LARAEC Resources Directory

LARAEC is looking forward to a promising year and to continuing the good work already in progress that addresses the needs of our students and the gaps in services identified through the planning process. LARAEC is optimistic about the future and its ability to sustain, expand, and improve Adult education to the extent that current funding levels permit. The only significant concern that remains unaddressed is limited funding. Current adult education funding levels do not adequately meet the level of need for adult education in the Los Angeles Region.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>New offerings in SY 2016-2017:</p> <ol style="list-style-type: none"> 1. BUSD will incorporate a new counseling position, add three new VESL classes, and improve technology in classrooms. 2. CCUSD has added online high school diploma courses as well as expanded ESL Distance Learning for students during the summer 3. LACCD: A dean position description to coordinate the efforts of adult education at the campus level was proposed and it was approved. LACC and LASW are offering newly approved GED/HISET preparation courses. College campus programs are also aligning their noncredit to credit programs to ensure a seamless pathway once students are on-boarded at the institution. LAHC developed an Industry Sector Alignment Chart with CBOs to improve alignment within the adult education system and partnering organizations. 4. LAUSD will Implement 202 new Teaching and 	<p>To meet the need for adult education programs as identified by the gaps in services reported in the Los Angeles Regional Comprehensive Plan, LARAEC planned on expanding its program offerings, provided additional funding became available during year one. However, delays in distribution of Consortium funds prevented additional programs/classes from being opened. Instead, LARAEC focused on maintaining existing programs at existing levels and postponed expansion activities until year two.</p>

Counseling positions.

5. MUSD has expanded online high school diploma and ESL instruction.

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>New offerings in SY 2016-2017:</p> <ol style="list-style-type: none">1. BUSD will incorporate a new counseling position, add three new VESL classes, and improve technology in classrooms.2. CCUSD has added online high school diploma courses as well as expanded ESL Distance Learning for students during the summer3. LACCD: The community college district will establish a district-wide adult education committee to address the strategies and objectives of the AE program across the nine colleges.4. LAUSD will Implement 202 new Teaching and Counselling positions.5. MUSD implemented programs supporting transition from ASE to college and CTE pathways.	<p>To meet the need for adult education programs as identified by the gaps in services reported in the Los Angeles Regional Comprehensive Plan, LARAEC planned on expanding its program offerings, provided additional funding became available during year one. However, delays in distribution of Consortium funds prevented additional programs/classes from being opened. Instead, LARAEC focused on maintaining existing programs at existing levels.</p> <p>Nevertheless, given previous cuts in adult education programs and funding levels, the new offerings represent only a fraction of the services offered prior to flexibility (2008-2009) and do not adequately meet the needs of local community members (as documented by ABE, ASE, ESL, and CTE wait lists containing the names of more than 9,300 prospective adult education students in one unified school district).</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Burbank Unified School District	\$2,386,239
2	Culver City Unified School District	\$1,451,825
3	Los Angeles Community College District	\$7,000,000
4	Los Angeles Unified School District	\$94,613,746
5	Montebello Unified School District	\$15,505,002
Grand Total		\$121,872,945

The consortium has chosen direct funding

28 CAPITAL (LOS RIOS)

PLAN SUMMARY

YEAR 2: ALIGN AND RETHINK

In Year 1, the Capital Adult Education Regional Consortium's (CAERC) first priority was to establish a strong foundation for success through consortium-wide collaboration and program expansion in the seven program areas. CAERC is ready to further its AEBG implementation efforts and build upon Year 1's strong foundation with its Year 2 Annual Plan for 2016-17: Align and Rethink.

Year 2 continues CAERC's long-term investment necessary to create systemic change, to implement comprehensive strategies, to innovate instructional practices, and to improve progress among adult learners.

The consortium's plan is based on CAERC's four regional priorities:

1. Build and Expand Adult Education Offerings;
2. Develop Alignment and Pathways;
3. Increase Student Support Services; and
4. Enhance Data and Accountability Systems.

CAERC will continue its commitment to expanding adult education programs and services in the region. The Consortium will align existing and future adult education programs to postsecondary academic and career pathways. The goal is to create seamless transitions for adult learners with multiple pathways leading to the workforce. The Consortium will also rethink and enhance the quality of adult education instructional programs to provide the highest possible learning outcomes for students. The role of ongoing professional development will be essential in building capacity for the adult education programs and staff within CAERC to meet the needs of its learners. Finally, Members have also made a commitment in Year 2 to strengthen existing partnerships and establish new partnerships to foster collaboration and to increase student access to community resources and support services.

IN ORDER TO ACHIEVE THIS, CAERC HAS FUNDED THE FOLLOWING REGIONAL STRATEGIES:

- Expand AE Course Offerings in the 7 Program Areas in the Region
- Develop Regional Asset Map and Pathways Roadmap
- Align Courses and Streamline Pathways
- Provide Professional Development to Support Regional Priorities
- Coordinate and Expand Marketing and Outreach Efforts
- Increase K-12 AE to Postsecondary Transition with Student Outreach Events and Services
- Collaborate with Los Rios Center of Excellence to host CTE Workforce Seminars
- Research AE Teacher Credentialing Programs and Develop Resources
- Coordinate Special Projects Request for Proposal (RFP) to Address Gaps in Services and Accelerate Student Progress

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>CAERC Members expanded courses and services across the AEBG program areas. ACUSD offered its first-ever ESL class. CJUSD added a HS Diploma program and investigated CTE programs to add to its program offerings. DJUSD added a Administrative Assistant program. EDCOE added an additional day to its GED-/HS Diploma program and lengthened its ESL program from 9 to 12 months. EGUSD leased an additional classroom to accommodate CTE program expansion and added HiSET test preparation and testing services. FCUSD added an ABE class. GJUHSD expanded its blended learning offerings for both High School Equivalency test preparation and ESL. NUSD added a Spanish GED- preparation class and provided childcare. SCUSD reopened ESL classes at three elementary schools after years of no MOE funding. SJUSD opened Creekside Adult Center, two ESL classes for parents at district elementary schools, and offered summer school classes at two locations for the first time in several years. TRUSD offered a Construction pre-apprenticeship training program and expanded ESL course offerings. WUSD expanded its ASE course offerings, opened an evening ESL class and began the process of expanding its culinary CTE program.</p>	<p>(1) Inadequate and delayed funding at the regional level to fully address the gaps; (2) limited classroom space and facilities for adult education programs, services and staff; (3) difficulty with recruitment and retention of qualified certificated and classified personnel; (4) lack of community awareness that programs and services have returned; (5) vague legislative language and use of the term grant has led to uncertainty regarding the longevity of AEBG funding; (6) hiring barriers at K-12 member districts related to credentialing and union requirements, salary schedules, and collective bargaining rights for adult educators; (7) emphasis on reporting of performance outcomes and accountability has left too little time for agencies to focus on the infrastructure and program support needed for program expansion; (8) lack of a comprehensive, shared data and accountability system across K-12 AE and community colleges; (9) high cost for CTE program set up; (10) insufficient quality program materials and curricula; (11) large membership which impacts consortium effectiveness, efficiency, and workload; (12) insufficient funding at the state level to coordinate and provide technical assistance to regional consortia throughout California; (13) constant changes and increasing number of AEBG deliverables and reporting requirements; and (14) compressed timelines with unclear and delayed guidelines.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>CAERC Members demonstrated success providing training and expanded their educational services to meet the needs of adult learners throughout our region. Staffing was key to these efforts. Positions were added and expanded in 2015-16 and planned for 2016-17 to provide increased numbers of courses and educational services. Amador County USD hired a Coordinator and CTE Administrator. Davis JUSD hired</p>	<p>To fully address the needs of adult learners in the Capital region, Members would greatly benefit from additional staffing positions such as full-time teachers, workforce navigators, financial aid counselors, mental health providers, translators, transition specialists, data managers, para-educators, learning disability specialists, vice principals, community liaisons, outreach specialists,</p>

additional staff to assist with data collection and reporting and provide student support services. Twin Rivers USD budgeted for the hiring of three full-time ESL instructors, an Office Manager, an Instructional Para-Educator Specialist and a Counselor for the 2016-17 school year. Washington USD contracted additional counseling services to improve student intake and placement and created a new Adult Education Counselor Position in 2015-16. The district also budgeted to expand its Adult Education Secretary position to full-time in the 2016-17 school year.

childcare providers, and program coordinators.

Specific challenges faced during the 2015-16 program year include: (1) inadequate and delayed funding; (2) difficulty with recruitment and retention of qualified certificated and classified personnel; (3) inability to hire qualified staff in a timely manner (4) vague legislative language and use of the term grant has led to uncertainty regarding the longevity of AEBG funding; (5) hiring barriers at K-12 member districts related to credentialing and union requirements, salary schedules, and collective bargaining rights for adult educators; (6) emphasis on reporting of performance outcomes and accountability has left too little time for agencies to focus on the infrastructure and program support needed for program expansion.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Amador County Unified School District	\$592,711
2	Center Joint Unified School District	\$185,012
3	Davis Joint Unified School District	\$304,333
4	El Dorado County Office of Education	\$170,071
5	Elk Grove Unified School District	\$1,838,942
6	Folsom-Cordova Unified School District	\$602,568
7	Galt Joint Union High School District	\$301,621
8	Los Rios Community College District	\$
9	Natomas Unified School District	\$252,262
10	Sacramento City Unified School District	\$1,079,980
11	Sacramento County Office of Education	\$1,134,448
12	San Juan Unified School District	\$1,502,789
13	Twin Rivers Unified School District	\$2,653,394
14	Washington Unified School District	\$328,596
Grand Total		\$11,128,458

The consortium has designated a fiscal agent

29 MARIN

PLAN SUMMARY

The first year of the Marin County Adult Education Consortium (MCAEC) saw expanded services in three program areas:

1. Adult Basic/Secondary Education
2. English as a Second Language (ESL)
3. Short-Term Career Technical Education (CTE) training programs

Program expansion this year resulted in the reduction of wait lists at existing Adult Schools and College of Marin, and the addition of programming in geographical locations where the need is greatest (thus creating greater access to adult education programs across the region).

Progress in two of the program areas involved laying important groundwork for Year 2, with the intent to begin programming in fall, 2016. These areas are Parents Supporting Childhood Success in Elementary Schools and Adult Basic/Secondary Education (which includes the reinstatement of an adult school in central Marin County where the need for programming is increasingly large). Additionally, the newly hired AEBG Program Outreach & Services Coordinator is housed in central Marin and will coordinate AEBG activities with the Marin Consortium. The Program Outreach & Services Coordinator provides guidance to program participants who request access to support services and connections to jobs, in addition to further education opportunities.

Given that Year 1 AEBG funding was late in coming, MCAEBGC made great strides in building its Adult Education program:

- Tamalpais Adult School (TAS) added a summer school program
- College of Marin increased non-credit ESL capacity by offering a new class
- Consortium added a short-term certificate in culinary arts.

In addition, NUSD purchased several computers to increase the number of AE students served there, members assembled and attended many partnership meetings to create new short-term certificate opportunities and integrated ways of learning, aligned ESL and ASE/ABE assessment and curriculum (using the I-Best model), and created a marketing and outreach plan.

In 16-17, the Marin Consortium will focus on prioritizing tasks that will maximize program growth. Members will meet regularly with community stakeholders to identify students' needs:

- short-term certificates
- types of training
- time and location of classes
- how to target adult learners

Year 2 will also see the reinstatement of an Adult School in San Rafael and a parent support effort focusing on expanded resources, training, and skills-development to help increase adult participation and student achievement at elementary and secondary schools.

Marin Consortium members will work together, and under the direction of the State, in Year 2 to implement a data collection model that will serve all interests. There will be a specific focus on aligning K-12 enrollment forms, assessment methods, programming and curriculum to maximize seamless transitions between agencies. Because one Marin Consortium member is a WIOA agency, there will be a strong push to align with WIOA assessment and demographic data requirements when possible. Marin Consortium members will continue to work closely with local employers, governmental agencies and community based organizations to create pathways for adult students in Marin County to earn a sustainable family wage, enter gainful employment and enroll in higher education.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>Elementary and Basic Skills Education: SRCS will reinstate adult education programming in central Marin County, beginning with ESL, CTE and GED classes set to begin in Spring 2017. SRCS has hired and will house the newly hired Marin Consortium Outreach & Support Coordinator position. NUSD hired and a new counselor to provide needed support services to Northern Marin County’s growing learner population, and expended \$50,000 on new computers to serve a larger AE population. No GED program waitlists reported in 15-16.</p> <p>ESL: Classes were expanded across the county. The following members increased ESL program offerings and students served; College of Marin, Tamalpais Adult School.</p> <p>CTE: TUHSD and COM offered and increased CTE program offerings in two areas; in-home care and the culinary fields. Demand is high for CTE classes and there are plans to add more programming in 16-17.</p> <p>Parent-Child Success: MCOE will begin program implementation July 2017 and has identified partner agencies to provide these much needed services.</p> <p>Pre-Apprenticeships: Marin County hosted its first NorthBay TIPS Course summer, 2016. The 120-hour course connects adults with local apprenticeships, gives an overview of carpentry, pipe trades, electrical, sheet metal and other trades, learn about the skills necessary for success in an apprentice program, basic math, and blue print reading and technology.</p>	<p>Funding delays from the State made program implementation difficult in 15-16.</p> <p>The small allocation in AEBG funding to Marin Consortium limited expansion opportunities, therefore making it difficult to address all AEBG program areas in Marin County.</p> <p>Additional funding is needed to provide adequate staffing to assist with administrative duties of the grant.</p> <p>Increased funding is needed to work with members and partners in establishing additional programs for adults in Marin County.</p> <p>AWD: Consortium members will continue to explore options and opportunities for collaboration between existing programs, member and partners for Adults with Disabilities in Marin County. Stakeholder engagement has been difficult and will be a goal in 2016-17.</p>

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>The needs of adult learners in Marin County has not changed significantly over the past two years. 2015-16 expansion in services and staff training have been with the goal of providing an increase in regional adult education programming in ESL and High School Equivalency preparation.</p> <p>Program successes included adding new ESL, CTE, GED classes at College of Marin and Tamalpais Adult School, which provided services to over 130 additional students in Marin compared to 2014-15. Novato Unified was able to service more adult learners through the hiring of a new Adult Ed counselor and the purchase of new computers.</p> <p>College of Marin partnered with the regional building trades to offer the North Bay Trades Introduction Program. This program prepares students to apply for trade apprenticeship training positions. 20 students were selected for the program. Marin Employment Connection and AEBG program coordinator provided in-class presentations on resumes, interview skills, and education after completion of the course. The building trades will again partner with the consortium to offer this course beginning August, 2016.</p> <p>Short-term certificate offerings will again be offered in the culinary arts and in-home care fields with plans in to expand CTE offerings in the area of auto mechanics.</p>	<p>Funding delays from State made program implementation difficult in 15-16. The small allocation of AEBG funding to the Marin Consortium dictates limited expansion opportunities. It is difficult to address all AEBG program areas in Marin County with inadequate funding.</p> <p>Additional funding is needed to provide adequate staffing to assist with administrative duties of the grant.</p> <p>Increased funding is needed to work with members and partners in establishing additional programs for adults in Marin County.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Marin Community College District	\$235,000
2	Marin County Office of Education	\$160,000
3	Novato Unified School District	\$180,144
4	San Rafael City High School District	\$100,000

#	Member Name	Total AEBG Funds
5	Shoreline Unified School District	\$0
6	Tamalpais Union High School District	\$699,161
Grand Total		\$1,397,321

The consortium has designated a fiscal agent

30 MENDOCINO-LAKE

PLAN SUMMARY

The Mendocino Lake Consortium for Adult Education (MLCAE) 2016-17 implementation plan will build off of our 15-16 program year accomplishments and continue towards our ultimate goal of "collaborating and sharing resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational pathways with multiple opportunities for successful entry and exit".

In 15-16, the (MLCAE) created the governance structure and procedures and protocols that will allow us to hit the ground running in 16-17. The MLCAE approved 21 projects that target all five of the AB 104 program objectives. In addition to the projects that were created and submitted by consortium members, the consortium completed several activities that were listed in the 15-16 plan including:

- Discipline specific planning groups for consortium members
- Develop acceleration in math and English in the basic skill levels at Mendocino College.
- Develop integrated resource team to support students with disabilities.
- Vocational ESL paired with non-credit CTE and adult classes.
- Conduct BEST Plus professional training for consortium members
- Involve Consortium in planning for Teachers on Teaching conference.

Finally, the MLCAE hired a new director who began work on July 1, 2016, and we expect that this support will help the MLCAE significantly "move the needle" towards meeting our ultimate goal/vision (above) in 16-17.

For Program Year 16-17 the consortium prioritized outstanding 15-16 activities and created new priority activities that build off of our 15-16 accomplishments and remaining 15-16 priority activities. Our 16-17 priority activities include:

- Take the consortium to the public with a marketing and outreach strategy that targets potential students, employers and counties
- Improve access and alignment of HSE and HiSET throughout the region based on best practices
- Develop parent education for supporting K-12 students
- Coordinate with Mendocino Community College to provide Financial Services Assistance to Ukiah Unified LVN program students
- Hire a consortium Tech Assistant to guide and support 21st century learning in all 7 areas
- Develop strategies or protocols between partners in addressing gaps in services/ programs
- Explore Mendocino College offering courses at consortium sites beginning with C.N.A.
- Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to indicate progress points
- Identify gaps and redundancies in services and ensure that students have equal access to programs (i.e. medical, ESL, ABE) both physically and electronically in Lake and Mendocino Counties
- Align the curriculum and cost of all adult programs (CTE, HS Diploma, HiSET testing, ESL) in Mendocino and Lake Counties
- Create opportunities for students to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships

These priority activities were created through a collaborative process that included voting members as well as representatives from key partners that provide Adult Education services in the region.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>The Consortium has succeeded in creating a robust governance structure with clear operational procedures for how members submit proposals, the process by which proposals are voted on, approved and funds dispersed. In addition, program related work-groups were created and have begun to look at regional projects that will have benefits across member organizations as well as benefiting community partners and stakeholders. Consortium members submitted 24 projects in FY 15-16, 21 of these projects were approved by the Consortium, all 21 sub grantee agreements between the LEA (Mendocino College) and member organization have been processed and signed and AEBG funds are now available to implement these projects.</p>	<p>The Consortium has 21 approved projects ready for implementation across the region. None of these projects were actually able to be implemented in FY 15-16 because funds were only made available starting in Jan. 2016, and the processes and procedures for project submission and approval took a few months to develop and finalize. By the time the consortium had approved and signed sub-grantee agreements, member school districts were no longer processing Purchase Orders for the rest of the fiscal year. This means that the consortium has 21 projects ready for implementation as soon as schools are back from vacation and fiscal offices are once again processing the Purchase Orders required for project implementation.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The MLCAE approved multiple projects in FY 15-16 that will provide training and educational services to address the need of adult learners in the region. Instructional hours were expanded and new programs were added by members to meet local needs in different program areas. For example, UUSD increased the number of days Pearson Vue Testing is offered at Ukiah Adult School; created a Common Core Math for Parents series of workshops; and in collaboration with UVAH (a community partner) created employment training services for Adults with Disabilities. AVUSD expanded High school Equivalency Program Summer hours, created a new Citizenship Tutor/ ESL Assistant Position and purchased 30 Rosetta Stone Licenses for students. LCOE hired an ESL teacher/ nurse to tutor in Basic Skills and medical curriculum and purchased educational material for MA training and HSE Program</p>	<p>All of the above listed projects were developed in FY 15-16, but none of these projects have yet received their AEBG funding. This was due to the fact that most of the member's fiscal offices closed their P.O. processing for FY 15-16 in May 2016 when project sub grantee agreements had not yet been signed. The consortium has now processed all of the 21 approved sub-grant agreements and has a streamlined the process for processing future projects.</p>

in English and Spanish. KVUSD expanded instructional time for a High School Diploma Class and ELS Citizenship instructor.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Anderson Valley Unified School District	\$39,017
2	Kelseyville Unified School District	\$16,181
3	Lake County Office of Education	\$0
4	Mendocino County Office of Education	\$0
5	Mendocino-Lake Community College District	\$750,000
6	Round Valley Unified School District	\$0
7	Ukiah Unified School District	\$594,365
Grand Total		\$1,422,579

The consortium has designated a fiscal agent

31 GATEWAY (MERCED)

PLAN SUMMARY

GAEN community partners for 2015-16 included Merced and Mariposa County Workforce Investment, Human Services Agency, California Department of Rehabilitation, Merced County Adult Literacy Program, Mental Health, local labor union representatives, Central Valley Opportunity Center and Kings View Work Experience Center. In 2016-17, more information will be gathered from local employers and certifying agencies as the consortium works toward Career Technical programs leading to industry-recognized certification.

The majority of the member districts in GAEN will offer ESL to enhance adults proficiency in English and allow them to advance in their careers as well as connect with their children in a school setting. The classes will all be delivered at elementary or high school sites. In addition, at some of the schools, there will be classes for adults who wish to complete their high school diplomas or earn an equivalency certificate. Merced Adult School operates a testing center for both the GED and the HiSET tests. Merced County Office of Education will continue to build on Career Pathways in Early Education, Logistics and Warehousing and Construction Trades leading to apprenticeship.

In 2015-16, Merced College met with the California Division of Apprenticeship programs and trade union represent The Gateway Adult Education region consists of a large, but lightly populated area in the San Joaquin Valley of California. Mariposa County was incorporated into the region and is the most sparsely populated area with a square mileage of 1,463 and a population of 17,755. Many Mariposa County residents do not possess necessary job related skills or job related requirements to gain and/or maintain employment. Some of the required skills included a high school diploma, English language communication skills, and technology related operational and interactive skills including computer related communications.

Merced Community College, Merced County Office of Education and the nine school districts in the region served many students in the Spring of 2016, and will assist hundreds more students to attain academic and technical skills leading to self-sufficiency through their efforts in 2016-17.

Restoring basic education services including English-as-a-Second Language, Adult Basic Education, High School Equivalency and High School Diploma after many were eliminated during flexibility was and continues to be top priority for the region. Basic education services and short-term Career Technical classes and workshops were offered to help students inch closer to employment. These included CPR/first aid and ServSafe certification opportunities. The short-term CTE courses were designed to operate concurrently with basic skills training to motivate and accelerate student progress.

In 2015-16, research on the status and gaps in the region revealed a need for counseling services, and these were added at some of the regional schools. To assist attendance, transportation and childcare was offered at some schools and those support services will be continued and enlarged for 2016-17.

Marketing strategies including large banners, a regional adult education catalog, radio interviews and advertising and open house-style orientations were used to attract students throughout the area region.

Building services for Adult with Disabilities and pre-apprenticeship courses will be a high priority for 2016-17. Unfortunately, services to Adult with Disabilities in the Merced County area are fractured, and the task of

partnering to provide student support has been explored but has been thwarted by the lack of cohesiveness in the field as a whole.

A summer bridge program was listed as a need for planning in 2015-16 and implementation will be carried out this year. A sub-committee of the GAEN board, including representatives from Merced College, Merced County Office of Education and adult schools was formed to develop the bridge program.

Both Merced County Office of Education and Merced College are exploring opportunities to add pre-apprenticeship coursework in 2016-17. Merced College also plans to increase student wraparound services to include referrals to community support agencies and to encourage transfer from noncredit to credit and completion.

The additional categories of Adults/Older Adults Re-entering the Workplace and Adults Training to Support K-12 School Success were incorporated to a small degree in 2015-16, but will be expanded in 2016-17. Merced Union High School District will continue to partner with K-12 districts within their boundaries to offer classes for parents learning English and effective interaction with their children’s schools. In Dos Palos, adult learners were taught how to access the parent portals to see their students’ progress. Delhi Unified School District will offer a Parent University program in collaboration with CSU Fresno to encourage parents’ access and use of technology with their children.

Realistically, for the next 2 years, most of the districts in the consortium will continue to work on developing lasting programs. The challenges will be to recruit and retain part-time teachers, increase student participation, organize students by level and steadily conduct research on the need of adult learners. In addition, the consortium board group will need to continue to collaborate, learn about the mechanics behind adult education and discover new ways to meet the needs of adult education populations.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none"> Attendance increased by 40%. Three schools that had not been able to offer adult education services for up to 20 years started new programs, much to the delight of their communities. Other schools were able to expand their services to include more courses leading to college and career readiness. Many more community members took advantage of the new and expanded services than were expected. School personnel learned how rewarding it is to serve adult learners who are motivated and excited to see their own educational progress. Services were expanded to underserved areas of the county including Chowchilla, Atwater and others. New partnerships were formed between high school districts, Merced College, Merced County Office of 	<ul style="list-style-type: none"> Finding qualified teaching staff, especially in smaller communities, was a challenge. The necessity of adult learner work schedules resulting in reduced attendance near the end of the term led to fewer pre and post-test scores for progress monitoring. New adult education administrators wearing multiple hats without assistance or compensation was also difficult for some. Due to the fragmentation of services to adults with disabilities in Merced County, partners faced challenges targeting efforts to this

Education, and others to offer classes in locations that had not previously been served.

vulnerable population.

REGIONAL EFFECTIVENESS

SUCCESSSES

- The GAEN region's successes in 2015-16 were primarily in adjusting for higher than expected numbers in 3 of the member districts. Additional teachers were moved from other sites, or rescheduled to serve large numbers of students. The need was most evident for ESL services, where, in one instance, 30-40 students were expected and more than 120 came.
- In the case of another district, supplementary CTE courses were offered and found to be very popular, particularly CPR and first aid. Having monthly courses offered on Saturdays met the needs of learners.
- One district used school transportation to pick up parents when children were dropped off from the afterschool program, enabling many more adults to attend than would have without transportation support.
- All of the classes that generated paired scores on CASAS tests showed positive growth, indicating that learning occurred.

CHALLENGES

- Instructors who are new to adult education might have benefitted from training ahead of time, but with the late start of services, there was no opportunity to hold staff development. In the fall, staff training on ESL Strategies, adult learning theory, high school equivalency tests and the CASAS system will be held.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Delhi Unified School District	\$139,401
2	Dos Palos Oro Loma Jt. Unified School District	\$65,205
3	Gustine Unified School District	\$164,075
4	Le Grand Union High School District	\$64,091
5	Los Banos Unified School District	\$0

#	Member Name	Total AEBG Funds
6	Mariposa County Unified School District	\$175,000
7	Merced Community College District	\$574,587
8	Merced County Office of Education	\$132,625
9	Merced Union High School District	\$1,772,833
Grand Total		\$3,137,143

The consortium has designated a fiscal agent

32 COASTAL NORTH

PLAN SUMMARY

The CNCAEC’s vision is to provide a comprehensive adult education program to support adult learners in both education and workforce development. In AY 15-16, the consortium increased course offerings by 3.19% in new locations throughout the community and partnered with different agencies to provide free childcare to adult education students. Other services that were implemented were a comprehensive testing site, academic and career counseling and academic support services for all program areas. The data infrastructure for the consortium was developed to capture noncredit student data and build capacity in this area.

THE GOALS FOR CNCAEC IN AY16-17 INCLUDE:

1. Implementation of noncredit data dashboard and data visualization software
2. expansion of partnerships to have additional locations for childcare services
3. increase course offerings throughout the consortium service area
4. Provide comprehensive career services to adult education students such as job search databases, job fairs and co-location of services with the local workforce investment board
5. accelerated short-term vocational pathways
6. free transportation options for students that include bus passes and transportation vouchers

LEVELS AND TYPES OF SERVICE

SUCCESSES	CHALLENGES
<ul style="list-style-type: none">• A new Academic Support Center was created to include and expand services in the library, Writing Center, Math Learning Center and tutoring. A new testing center was created to increase access for students to complete the matriculation process throughout the semester. Academic counseling was expanded to all program areas and a new Career Center was created. The Continuing Education Career Center employs a Career Specialist who provides guidance to students regarding employment and career pathways. Career exploration and work-ready resources were established that include an online job search database, student portfolio platform, work-ready certificate and career exploration database.	<ul style="list-style-type: none">• Some of the challenges that the CNCAEC faced included academic calendar alignment, aligning equivalency thresholds with member districts, data infrastructure development and low enrolled classes off-site for elementary and secondary basic skills.

REGIONAL EFFECTIVENESS

SUCCESSIONS	CHALLENGES
<ul style="list-style-type: none"> The CNCAEC expanded course offerings in elementary and secondary basic skills (2.27%) and in classes and courses for immigrants (9.9%). Additionally, a memorandum of understanding was approved between MiraCosta Community College District (MCCCD) and San Dieguito Union High School District authorizing MiraCosta College to provide adult education services to SDUHS. The consortium was successful in increasing access to core services such as testing, orientation, counseling and follow up services. Furthermore, the CNCAEC partnered with K-12 members and non-profit partners, such as the Boys & Girls Club of San Dieguito and even private organizations to provide free childcare to adult education students. 	<p>Continued work is needed in workforce development but we continue to make great strides. MCCCD hosted the first Adult Education Business Roundtable to solicit feedback from local industry regarding employment needs. A memorandum of understanding was approved between the local investment board and Continuing Education to provide integrated and co-located services. The CNCAEC is challenged with creating noncredit to credit pathways; however, we will pilot our first accelerated program in child development so students will have the opportunity to earn a Certificate of Proficiency in Child Development Teacher Assistant. Lastly, the CNCAEC will explore different service models for adults with disabilities and supporting their workforce development with a potential pilot in Spring 2017.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Carlsbad Unified School District	\$0
2	MiraCosta Community College District	\$1,101,772
3	Oceanside Unified School District	\$0
4	San Dieguito Union High School District	\$0
Grand Total		\$1,132,500

The consortium has designated a fiscal agent

33 MONTEREY

PLAN SUMMARY

During the 2015/2016 Program Year, we ensured that both Monterey Adult School and Pacific Grove Adult School had the funding necessary to continue providing the services in English as a Second Language, High School Diploma/GED, and Adult with Disabilities programs that were implemented in previous years. There was a lot of fear of budget cuts among members in our Consortium, and we wanted to ensure that each member felt that they had the financial and supportive backing to continue to serve the Adult Education populations in our region.

During the 2015/2016 Program Year, both Monterey Adult School, Carmel Adult School, and Pacific Grove Adult School have put together plans to implement Career and Technical Education programs to help Adult Students obtain new and better career opportunities in our region.

Monterey Adult School and Carmel Adult School will be working with local hotels and resorts to provide ESL instruction to staff members in order to provide the employers with employees who can better serve their guests as well as to provide the employees with skills that will help them advance to higher positions with their current employer. Monterey Adult School is also exploring development of Hospitality courses at their Adult School site to provide students with necessary skills for careers at restaurants or catering companies.

Pacific Grove Adult put together a partnership with the Local 234 International Brotherhood of Electrical Workers to provide an on-site Pre-Apprenticeship program at Pacific Grove Adult School. Pacific Grove Adult School also implemented an ESL for Medical Assisting course during the Spring Semester in order to help prepare any ESL student that may be interested in obtaining the English skills necessary to succeed in the Medical Assistant Program at Monterey Peninsula College.

Carmel Adult School previously did not provide ESL or High School Diploma courses at the Adult School, so we are working to develop these courses for the students in this region of our Consortium.

In the upcoming 2016/2017 Program Year, we will begin implementation of the courses described above. Our Consortium is also looking to build our program numbers in each of the Adult Education areas that we currently provide through advertising, developing a Monterey Peninsula Adult Education Consortium Logo, setting up information booths throughout the community during events, and working with Monterey Peninsula College to implement an Annual Adult Student Colloquium at the college to provide Adult Education students with more information as to the resources at their disposal. It will be very important to bring ESL and High School Diploma/GED back to Carmel Adult School during this year. On top of all this, the Coordinator will work with each of the providing sites to develop alignment and transitions among the providers of our region.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
During the 2015/2016 Program Year, we developed a great deal of teamwork and identity as a Consortium working together with a new Coordinator and a new	Having a new Adult Education Coordinator and a new Principal for Monterey Adult School provided many challenges at the beginning of the 2015/2016 year.

Principal at Monterey Adult School. We maintained our previous programs and have begun development of Career and Technical Education programs at Monterey Adult School and Pacific Grove Adult School. We implemented a new ESL for Medical Assisting Course at Pacific Grove Adult School. We also developed a plan to begin providing services again to the Carmel Unified School District region of our Consortium, which will benefit a large group of ESL students in the upcoming year. Monterey Adult School is exploring a Culinary course and classroom on their site. We implemented the use of Burlington English at both Pacific Grove Adult and Monterey Adult. Pacific Grove Adult also implemented an ESL for Medical Assisting course in the spring of 2016. The Monterey Peninsula Consortium looks to continue to grow based on the needs of our Adult Students and based on the groundwork that was laid out during the 2015/2016 Program Year.

There was a lot of time spent catching up on previous work as well as policies, procedures, and requirements of the AB104 Grant. Due to the fact that the Adult Education Coordinator position was unfilled for months before the new Coordinator came aboard, there was not a lot of communication about Adult Education during the summer of 2015. Fortunately, our Consortium has worked well together since to ensure that we are providing the best opportunities for our students. There were also many challenges faced in terms of the Fiscal management. This was a very new type of grant, so there were many obstacles that we had to overcome in terms of spending and reporting our AB104 Grant Funds. There were many delays in the spending and receiving of Grant Funds, and due to these issues, not much money was spent in our first year of implementation. This will be an area that we will continue to work on and improve this year. In addition, there were also delays in developing the Pre-Apprenticeship program at Pacific Grove Adult because of outside parties being unsure of the opportunity. We look forward to continue to improve in these areas during the upcoming year.

REGIONAL EFFECTIVENESS

SUCSESSES

Our Consortium has continued to provide ESL, High School Diploma/GED, and Adults with Disabilities to the Adult Students in our region. Being a major tourist area, many of our students work in entry level positions at the hotels, resorts, and restaurants in the area. We have begun to develop programs to help our students advance in the fields of hospitality, culinary arts, building maintenance, and customer service. We are currently in development of Career and Technical Education courses for our Consortium sites. We will continue to build on these areas in the upcoming year and develop more solid transitions from ESL and High School Diploma to Career and Technical Education towards careers. Monterey Adult School has begun implementation of Career Skills classes at their Adult School.

CHALLENGES

Our Consortium has a very diverse population of Adult Education students in our region. We have immigrant students who may have little to no formal education, and we also have ESL students who have college degrees from their home countries who have moved here with their spouses who work at one of the many language schools in our region. We want to ensure that we focus on the students who are most at need, but we also want to make sure that we help those students with college education transition into at-need careers related to their fields of study. Carmel Unified did not have any ESL or High School Diploma courses at their Adult School, so this was a major challenge we faced in building programs for that area. We also have had difficulty in meeting with all members to ensure that our curriculum is aligned.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Carmel Unified School District	\$30,000
2	Monterey Peninsula Community College District	\$175,217
3	Monterey Peninsula Unified School District	\$753,133
4	Pacific Grove Unified School District	\$1,429,216
Grand Total		\$2,410,582

The consortium has designated a fiscal agent

34 MT. SAN ANTONIO

PLAN SUMMARY

The Mt. San Antonio Regional Consortium for Adult Education has established an ambitious vision and plan to provide students in our region with high quality instruction, curriculum, and student services leading to seamless transitions into post-secondary education or the workforce. The significant member efforts to create a substantial and meaningful Three-Year Regional Consortium Plan under AB86 were successful in establishing a strong foundation for future annual updates and revisions. Implementation of the Adult Education Block Grant (AEBG) Three-Year Regional Plan began in July 2015 with focus on the key goals of adult education in the region including a priority for decreasing gaps in services. The following member institutions comprise the Mt. San Antonio Regional Consortium:

- Baldwin Park Unified School District
- Bassett Unified School District
- Charter Oak Unified School District
- Covina Valley Unified School District
- East San Gabriel Valley Regional Occupation Program
- Hacienda-La Puente Unified School District
- Mt. San Antonio College
- Pomona Unified School District
- Rowland Unified School District

For 2016-17, or Year 2, the Consortium will continue with the key goals and expects to make significant progress in following Plan objectives:

- **Program Growth:** Member sites within the consortium will continue to strategically offer additional sections of existing courses, expand program breadth, and expanded course schedules to meet regional needs, including within the new program areas added to AB104.
- **College and Career Pathways:** Faculty task groups will collaborate on alignment of major course outcomes for each area to support transition within and between programs.
- **Establish and Improve Data Systems:** The Consortium Manager, Steering Committee, and Data Specialist will begin work to resolve data issues so within the region Consortium members can effectively align student enrollment, placement, assessment, student services, and outcomes.
- **Improved Communication:** The Steering Committee and the Consortium Manager will be charged with improving marketing, public information, and transparency regarding Consortium programs, activities, and services.
- **Improved Student Services:** There will be a continued emphasis on expanding student support service access for all students and particularly those from disproportionately impacted populations (e.g., English Language Learners and adults with disabilities) and adults with barriers to entry, including methods for documenting student access and success.
- **Leveraging Resources:** Consortium stakeholders will increase communication with partners to improve opportunities for leveraging of resources. This also includes efforts to add new partners and resources that will promote post-secondary and employment pathways.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>In 2015-16, addressing the gap in adult education services was the priority among Consortium members. Over half of member institutions indicated that they were able to add sections to ESL and ABE/ASE programs. All but one member increased CTE programs in a variety of career fields. Three members created course offerings for older adults training for entry into the workplace. One member began offering courses for AWD. Members reported that additional sections were added in the day and evening times. Additionally, K-12 members were able to offer summer sessions for the first time in years. Not only did this increase student access but allowed for students to attend their programs without significant interruptions. This growth in services will most certainly have an eventual impact on student outcomes.</p> <p>In addition to increased levels of program offerings, AEBG funding allowed some members to add significant technology to replace outdated or non-existent equipment. Several members utilized their funds to improve the quality of their instructional materials such as current textbooks and software programs which has added to the quality and rigor of instruction. Additional faculty and staff were also hired, along with counselors who greatly increased the levels and types of student support including new student orientations and resource referrals.</p>	<p>Although program offerings have increased as well as staffing and faculty, there are still not enough resources to hire adequate full-time and permanent staff or purchase enough new technology, particularly in the area of CTE programs. There is also still some uncertainty among members as to whether the funding is reliable and ongoing which affects the hiring of permanent staff. Moreover, it is increasingly difficult to recruit enough qualified adult education faculty. Potential applicants are hesitant to accept adult education teaching positions due to the history of devastating reductions. With increased levels of service, some members also indicated the lack of adequate registration, security, or custodial staff during both day and evening hours.</p> <p>With the growth that all members are experiencing, one major challenge is consistently reported. This is the lack of space and adequate facilities to manage the current and future growth. Some programs simply do not have the space and others hold their programs in buildings that are in disrepair. Most members are confident that their institutions will support this growth with additional and upgraded facilities.</p>

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>Mt. San Antonio College Regional Consortium has shown an ongoing commitment to addressing the regional needs for training and education. The regional labor demand and need have not significantly changed since the last report. There are still approximately 24% of adults within the region without a high school diploma or higher and large numbers of adults whose</p>	<p>As mentioned above, the lack of adequate support staff, faculty, equipment and materials, and facilities remain as challenges. Furthermore, meeting the needs of special populations also continues to be a challenge. This includes those who are emancipated foster youth, homeless, veterans, AWD, of low socio-economic status, in single-parent families, underemployed, and</p>

first language is not English. The increase in ABE/ASE and ESL offerings has shown commitment to addressing these needs.

Regional labor market demand continues to indicate the need for skilled workers in the areas of health care, manufacturing, and construction. As such, Consortium members have been responsive with course and program expansions in health care, including medical coding, billing, and personal care attendant. Other expanded CTE programs that address the regional labor market needs include electronics, electrician, HVAC, welding, pharmacy technician, and office occupations.

unemployed. Specialized support at the levels needed to adequately support adult with these barriers remains a gap. The lack of adequate regional data collection resources and structures is also impacting the consortium.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Baldwin Park Unified School District	\$5,499,943
2	Bassett Unified School District	\$2,325,155
3	Charter Oak Unified School District	\$1,660,477
4	Covina-Valley Unified School District	\$3,354,318
5	East San Gabriel Valley ROP/TC	\$0
6	Hacienda la Puente Unified School District	\$15,857,817
7	Mt. San Antonio Community College District	\$857,261
8	Pomona Unified School District	\$1,860,239
9	Rowland Unified School District	\$1,581,733
Grand Total		\$33,159,800

The consortium has chosen direct funding

35 SOUTHWEST RIVERSIDE

PLAN SUMMARY

Our consortium over the last year worked through many logistic and processes issues within our individual districts. We also faced issued where our individual districts were not as easily supportive of our desire for consistency and to unify more as one entity. As the year progressed we found more success in this area.

As we move in the 2016-2017 year we are charging forward with our initial plan. Our first goal is to use our remaining funds from the initial year and implement the plans we had put into place for year one. Much of this includes purchases and staffing our separate programs were unable to implement immediately. With these resources will be able to move forward.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>As a consortium we had many successes. We implemented many career training courses new to the region including logistics, auto, computers and medical training. We purchased support on line curriculum to increase access and distance learning throughout our consortium. Implemented and entrance and an exit survey to capture data from our students served and looked at gaps and needs. Implementation of a student data system, (ASAP) to assist us moving forward with data for our entire consortium. Numerous labs and curriculum were purchased throughout our region.</p>	<p>Spending funds was our overall challenge for the first year. Each of us faced initial challenges with our individual districts as we tried to hire staff and make purchases to meet the goals in our plans as we had created. Processes in place and protocols caused significant delays and we were unable to make most of our progress this first year. It did allow us though to plan for this upcoming year and to have a plan in place for the first quarter of 2016-2017 to spend out our rollover funds aligned to the goals of our 2015-2016 plan.</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<p>As a consortium we had many successes. We implemented many career training courses new to the region including logistics, auto, computers and medical training. We purchased support on line curriculum to increase access and distance learning throughout our consortium. Implemented and entrance and an exit survey to capture data from our students served and looked at gaps and needs. Implementation of a student data system, (ASAP) to assist us moving forward with data for our entire consortium. Numerous labs and</p>	<p>Spending funds was our overall challenge for the first year. Each of us faced initial challenges with our individual districts as we tried to hire staff and make purchases to meet the goals in our plans as we had created. Processes in place and protocols caused significant delays and we were unable to make most of our progress this first year. It did allow us though to plan for this upcoming year and to have a plan in place for the first quarter of 2016-2017 to spend out our rollover funds aligned to the goals of our 2015-2016</p>

curriculum were purchased throughout our region. plan.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Banning Unified School District	\$174,529
2	Beaumont Unified School District	\$754,270
3	Hemet Unified School District	\$597,791
4	Lake Elsinore Unified School District	\$459,911
5	Mt. San Jacinto Community College District	\$1,160,616
6	Murrieta Valley Unified School District	\$303,508
7	Perris Union High School District	\$235,681
8	Riverside County Office of Education	\$384,804
9	San Jacinto Unified School District	\$279,437
10	Temecula Valley Unified School District	\$159,006
Grand Total		\$4,595,366

The consortium has designated a fiscal agent

36 NAPA VALLEY

PLAN SUMMARY

2015-16 focused on setting up the infrastructure for AEBG in the Napa Valley region, aligning member activities, and improvements in the 3 core program areas (ESL, CTE, and Basic Skills).

KEY SUCCESSES INCLUDED:

1. Created infrastructure including establishing the board, management team, and work groups for target areas; created counselor and advisor positions, necessary for next steps to launch Student Educational Plans and Student Career Plans.
2. Expanded levels and types of programs in ESL, Basic Skills, and high school diploma and equivalency programs.
3. Made strong inroads in aligning programs and supporting transitions including articulation, mapping transitions, creating bridge classes, and aligning other member processes.
4. Expanded geographic reach through expanded satellite location activities and addition of an online diploma program.
5. Built framework for regional adult education plan by creating partnerships with numerous community-based organizations.
6. Hired a Project Manager to support consortium leadership and activities.

EFFORTS IN 2016-17 IS TO CONTINUE IMPLEMENTATION OF ITS 3-YEAR GOALS RELYING UPON THE FOUNDATION IT BUILT IN 2015-16:

1. Improve consortium educational capacity through infrastructure building, partnership development and professional development for faculty and staff. This includes identifying and filling key service positions (counseling services, outreach activities), building capacity in expanded geographic service (to address geographic gaps), as well as addressing other infrastructure resources. Professional development will continue to play a key role to realign with the vision and support programming growth and create a more robust teaching resource.
2. Develop and expand upon workforce-driven programming and transitions to the workplace. This includes the launch of pre-apprenticeship training, short-term certificates driven regional needs, job readiness and soft skill support, as well as integration of basic and employability skills into these courses.
3. Create and expand student support systems to improve student outcomes. An extensive network of student supports were identified in the original 3-year plan including individual student education/career plans; providing counseling and advisory services to support high risk populations; support resources such as child care, transportation, books and supplies, tutoring; and classroom and job accommodations for adults with disabilities. These services will be further developed in 2016-17, both by augmenting resources such as counseling support, roll-out of individual student employment and career plans, and through work with partners.
4. Continue creating seamless adult education between members via bridges, transitions and pathways and expanded programming. This includes transitional classes and articulation between the member

institutions, additional classes to meet identified gaps, a common referral system, and dual enrollment options.

5. Build a comprehensive regional face for the consortium and asset for the community through working with partners and improving communications. NVAEC will work closely with the North Bay WIB and leverage the WIOA one-stop vision and seek to promote a regional view of adult education. It will increase online and print visibility of services and the organizations who provide adult education to empower adult learners and build stronger bonds with partners.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ol style="list-style-type: none"> 1. Expanded NVAE’s Career Academy series to American Canyon and integrated the Academy into CTE and ASE courses. 2. NVUSD expanded Parent University, a program for adult training to support K-12 children's school success. 3. Introduced the Student Success Center (SSC) model at NVC. 4. NVAE created a summer bridge class to develop skills and strategies to be successful in the college environment. 5. Expanded Elementary and Basic Skills classes, with increase in time options for more flexibility to meet student needs. 6. Introduced an accelerated math class at NVC _ While a credit class, it is geared to lowest levels to support transition of adult students into college, and accelerate learning. 7. Piloted Transitional an ESL bridge class on NVAE campus taught by NVC faculty. 8. Expanded support for HSE and diplomas. NVAE added GED testing times and the Hi-Set test. 	<ol style="list-style-type: none"> 1. Funding delays from State made program implementation difficult in 15-16 even more than expected. Could not hire people early enough as desired, such as a Project Manager and Counselors. 2. Shortage of teachers in general; difficulty hiring to expand programming. 3. Teachers who work full-time already have difficulty making time for the project. This is especially true at NVC, since per the community college system, teachers are not mandated to work on AEBG as part of their contract, yet critical to its success. AEBG must be part of the Academic Senate committee or district committee structure to ensure ongoing college buy-in. 4. Putting together two organizations with very different systems and processes operating under very different federal and state mandates makes it difficult to work together for expanding services, sharing resources, etc. Maneuvering this takes a lot of time and priorities don’t always align between members. 5. Continually educating and updating a large body of college faculty to enable participation and buy-in is difficult. It is difficult to make time for staff development, especially given the above-mentioned shortage, the above-mentioned faculty challenge, and the long lead time for developing on-site training. 6. Changes in board membership and leadership.

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
<p>1. Established foundation for regional adult education system by members working together in a meaningful way, with coordination occurring on all levels (board, staff, teachers) bringing the adult education organizations together for exchange of knowledge and working toward a regional adult education resource. Also key has been creating numerous partnerships, including WIOA partners and other support organization.</p> <p>2. Expanded geographic reach to areas in great need to the south (American Canyon) and increased classes to the north in St. Helena.</p> <p>3. Improved reach to adults who come out of high school without a diploma. NVAE has done this through working closer with the NVUSD and increased this student base substantially (and led to a younger student base, many 18 to 20 year-olds, at NVAE).</p> <p>4. Expanded number and time flexibility of classes to accommodate time challenges for students, including elementary and basic skills classes.</p> <p>5. Included AEBG educational and career counseling requirements in counseling, with a full-time additional counselor hired for NVAE and another full-time, shared counselor for NVC and NVAE.</p>	<p>1. Member organizations often serve very different students, while service redundancy is undesirable, it is also essential to understand that the populations served by the organizations are often very different, i.e. it isn't always a matter of serving different academic levels, but serving different populations.</p> <p>2. The high cost of living for the region brings challenges for both the members and students. For example, for members, there are major challenges in hiring essential positions (shortage of teachers, counselors). And for students, the immediate need to make a living may outweigh the ability to attend school.</p> <p>3. Integrating various initiatives such as project based learning vs. unit based learning.</p> <p>4. The increase in younger students (18 to 20 year-olds) from traditional K-12 system who need to transition tend to have increased behavioral issues. These issues follow them into adult education and impact their ability to remain in class and participate appropriately, and thus their ability to complete their education on time. These issues also increase the need for behavioral intervention and counseling services, putting a burden on these services and the support staff.</p> <p>5. Different systems also mean different requirements for teaching, making it challenging to share and align teaching resources.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Napa County Office of Education	\$0
2	Napa Valley Community College District	\$330,643
3	Napa Valley Unified School District	\$2,346,594
Grand Total		\$2,700,253

37 NORTH ORANGE

PLAN SUMMARY

The North Orange County Regional Consortium's (NOCRC) vision is in direct alignment with the State's: Rethinking and Redesigning Adult Education. We do this by focusing on the needs of the adult students in our region and collaborating not only with each other, but with our regional partners, AEBG consortia as well as individual community colleges and adult education schools throughout the state. We are committed to sharing best practices and learning from one another in order to better serve our students. Whether it's through hosting a large Partners' Breakfast event, a smaller I-BEST Symposium, or a more intimate conversation we strive to improve our regional programs and services to align regional academic and career pathways, address gaps, accelerate students' progress towards their academic and/or career goals, and leverage resources for sustainability.

The NOCRC Executive Committee and Workgroups have worked hard through the 2015-16 inaugural implementation year to convert existing AB86 strategies into AEBG strategies as well as launch new AEBG strategies. We've opened a new off-site high school diploma lab, expanded our I-BEST offerings, in partnership with the Garden Grove One Stop we've piloted our first computer course specifically for older adults entering/re-entering the workforce, conducted numerous professional development workshops around serving and supporting adult students on the autism spectrum, provided babysitting for off-site ESL courses, developed a curriculum exploration strategy for programs for adults designed to develop knowledge and skills to assist elementary and secondary school children, and hired faculty and staff to begin implementation and delivery of the DSS Transition Counseling strategy, ESL Mentorship Program, Workforce Development and Career Services Program, CTE Outreach, Pathways, and Student Support strategy to name a few. Additionally, we've opened our NOCRC AEBG Offices as a regional hub for all our AEBG efforts

NOCRC's primary goal for the 2016-17 implementation year is to expand the strategies that have already begun and to begin implementation of those that have yet to be launched. This will require the NOCRC Program Area Workgroups to continue their monthly meetings in order to direct and evaluate the effectiveness of each strategy. Some strategies require hiring additional faculty and/or staff, others require identifying classroom space, and others still may require additional strategy development. NOCRC will also focus efforts and resources on the best way to assess and track regional data as well as development or purchase of a database tool to assist in these efforts. In summary, NOCRC will continue to Rethink and Redesign Adult Education.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
During the 2015-16 Program Year the NOCRC had many successes, but two that expanded levels and types of programs the most were the increases in our I-BEST, locally known as Project Asparagus, and Off-Site High School Lab strategies. SCE increased I-BEST offerings from one CTE area, Pharmacy Tech which began Spring 2015 as part of AB86, to four areas: Administrative	2015-16 had many challenges, most of which were due to funding and guidance for the program year being given so late into the year. The consortium and fiscal agent experienced growing pains regarding how to best support the consortium's efforts and fast pace while maintaining the policies and procedures of the community college district especially in the area of

Assistant, Early Childhood Education, and Medical Assistant. As a result more students that traditionally struggled in those courses were able to complete them. Testing scores increased and many students seemed to have a better understanding of the content. SCE is working on ways to continue expanding I-BEST offerings as well as developing partnerships with its sister credit institutions to offer pathways to credit certificates and degrees. We also added another off-site high school diploma lab; this one with Member PYLUSD. The lab opened October 6, 2015 and has enrolled 72 students of which 6 have graduated and 21 have yet to start in the lab. Two instructors and a counselor provide the students with support to reach their academic and career goals while sharing resources to mitigate barriers.

hiring. All involved were committed to the process, but since many new ways of doing things were being introduced, it required time and communication. These challenges were expected and not insurmountable, but rather delayed the beginning of implementation for many strategies. It takes time for institutions of our size to set-up mechanisms for data collection and not knowing the specifics or guidelines related to data collection or the aforementioned measures significantly decreases our ability to provide the required data in a timely manner. Unified performance measures and data collections guidelines will ensure consistency of data across the state.

REGIONAL EFFECTIVENESS

SUCCESSES

The NOCRC began to address the regional needs of its adult learners in numerous ways during AEBG's inaugural year. A few examples include two major strategies implemented by the Disability Support Services (DSS) Workgroup which included hosting numerous workshops and professional development sessions on how to best support adult learners with Autism for Members' faculty and staff as well as parents. The second strategy was focused on better preparing students to successfully transition to post-secondary education. This gap was addressed by hiring community college DSS counselors to work on the K-12 sites with the 18-22 year old transition program students. The counselors were hired and trained at the end of 2015-16 and will begin working with students in Fall 2016. The Basic Skills Workgroup implemented a strategy to offer direct math and English instruction for high school diploma program students who traditionally work on their own in a lab setting. Breaking students into cohorts focused on specific subject areas helped students truly learn the material and thereby pass chapter tests faster enabling them to earn their high school credits at an accelerated rate.

CHALLENGES

Similarly to the challenges addressed above for Levels and Types of Services, the biggest challenge to addressing Regional Needs was receiving funding and guidance so late into the 2015-16 school year. This affected hiring most of all; which without hiring faculty and staff to implement the strategies, addressing Regional Needs was delayed. Additionally, the inability by the fiscal agent District to hire permanent personnel, specifically classified, managers, and faculty due to their concerns for ongoing funding considerably hinder our progress.

FUNDING**Total 15-16 AEBG Funding by Member**

#	Member Name	Total AEBG Funds
1	Anaheim Union High School District	\$0
2	Fullerton Joint Union High School District	\$0
3	Garden Grove Unified School District	\$0
4	Los Alamitos Unified School District	\$0
5	North Orange County Community College District	\$3,545,110
6	North Orange County Regional Occupational Program	\$0
7	Orange County Department of Education	\$0
8	Placentia-Yorba Linda Unified School District	\$0
Grand Total		\$3,653,902

The consortium has designated a fiscal agent

38 SOUTHERN ALAMEDA COUNTY (OHLONE)

PLAN SUMMARY

The Consortium’s vision is to build on the collaborations developed among the consortium members during 2015-2016 as well as to increase service to the adults in the consortium area during 2016-2017. In 2015-2016, each adult school increased its offerings over 2014-2015 levels, including the addition of evening classes and summer school classes. The college collaborated with the ESL working group to establish bridge classes to facilitate the movement of students from the adult school to the college ESL program. The bridge classes also introduced ESL adult school students to services available at the college including the Tri-Cities One Stop. The college also collaborated with the adult schools on establishing CTE pathways. While a planned IT pathway did not work out as planned, an Early Childhood Studies pathway has been developed and will begin in Fall 2016.

For 2016-2017, the adult schools will continue to expand the number of sections offered, particularly in the area of ABE/ASE and ESL. The consortium will continue to explore new CTE pathways between the adult schools and the college. The consortium will also work with the Mission Valley ROP to offer additional short-term CTE pathways for adult school students, particularly in heavy vocational areas such as automotive and HVAC. Work on creating bridges between the adult school and college ESL programs will also continue to expand. Program area workgroups will collaboratively unpack and implement the College and Career Readiness Standards (CCRS).

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>New Haven Adult School was able to restore courses in the evening and in the summer. Fremont Adult School was able to restore sections in the afternoons, on Fridays and Saturdays, extend the summer session by one week, and provide babysitting for children while their parents are taking classes. Adult School added additional sections of ESL to its schedule. The ESL bridge courses have expanded articulation between the adult schools and the college. The college has approved noncredit ESL curriculum to further facilitate the movement of ESL students from the adult school to the college.</p>	<p>The two areas that have been most challenging to develop are CTE and Pre-Apprenticeship. We have not been able to develop as many CTE pathways as we would like due to a shortage of CTE qualified teachers. There are no apprenticeship programs at the college in the consortium, so it will require more coordination with the Mid-Alameda County Consortium to establish courses and pathways.</p>

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
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One of our members, New Haven USD, belongs to both the Mid-Alameda County Consortium and the Southern-Alameda County Consortium, which provides both a connection and a broader context. Our members also participate in the Bay Region Adult Education Consortium, which has brought together representatives from all the Bay Area consortia to share practices and to jointly discuss the data collection issues under AB104. A memorandum of understanding between the consortium members, as well as a fiscal commitment of AB104 dollars, has already been established. Fremont USD and New Haven USD attended a career tech training workshop focusing on Hospitality, which was held by the Consortium.

As stated previously, there are no apprenticeship programs at the college in the consortium, so it will require more coordination with the Mid-Alameda County Consortium to establish courses and pathways. Data collection for the consortium and the region is still a challenge, but the Bay Region Adult Education Consortium has started work on this. Hiring qualified people to teach for CTE programs has also been a challenge.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Fremont Unified School District	\$3,164,126
2	New Haven Unified School District	\$457,966
3	Newark Unified School District	\$188,152
4	Ohlone Community College District	\$100,000
Grand Total		\$3,933,260

The consortium has designated a fiscal agent

39 PALO VERDE

PLAN SUMMARY

To be built upon as a major connection for this consortium, the Colorado River crosses the communities of Blythe and Needles that house the two Palo Verde Community College sites as well as the two-member K-12 districts. This Colorado River connection presents an opportunity for forging river-related career programs such as agriculture, hospitality and recreation. Another career area that will be further explored is that of logistics/ transportation, since Blythe and Needles are located in the paths of Interstate Highways 10 and 40, major east-west corridors for the movement of goods cross-country.

Following the recommended steps for implementing the Adult Education Block Grant state plan, the activities undertaken for by the Palo Verde Consortium are premised on the following sequence:

1. First Year 2015-16: Begin to define and develop specific plans based on the consortium planning work performed in 2013-2015 pursuant to AB 86 (2013) that created the Adult Education Consortia statewide.
2. Second Year 2016-17: Begin the development and implementation of consortium plans on a pilot basis to refine and substantiate their applicability and potential for expansion.
3. Third Year 2017-18: Implement consortium plans to maximize regional impact on workforce development and employment.

This past fiscal year of 2015-16 proved to be an exciting initial period in which major consortium undertakings were begun. These included the following:

- Instituting the bi-lingual on-line service of Career Cruising to provide students with information and pathways to career-planning and employability.
- Developing a plan, initially with Palo Verde High School, to administer the Accuplacer test to 10th or 11th graders to assess preparedness for community college enrollment.
- Initiating a partnership with the Needles Unified School District to put into use four job-training shops.
- Expanding GED testing, inclusive of the administration in Spanish.
- Initiating the steps necessary for Palo Verde Community College to join the state's WIOA Title II program.
- Developing a plan with Palo Verde High School to institute training in Agriculture related fields.
- Developing a culinary training program at the Needles campus that would lead to employment at nearby resort facilities.
- Developing an allied health program at the Needles campus.
- Developing a parent education program with a Blythe non-profit Montessori program to provide parents with the skills to improve performance outcomes.
- Developing a web site to market and provide information about the consortium.
- Developing an assessment and data collection system to provide information critical to planning, decision-making and measuring consortium success.

For 2016-17, members of the Palo Verde Consortium plan to continue to fulfill their goals and objectives to improve adult education opportunities for a region represented by the communities of Blythe and Needles, California. Consortium resources will continue to be leveraged to improve and expand education and workforce training opportunities for adults in these communities.

These multiple efforts are being implemented within the prescribed parameters of the AEBG as embodied in AB 104 (2015).

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>Support Services: Instituting Career Cruising will enhance the opportunity for all students to design their career pathways and identify the necessary educational steps to reach their employment/career goals.</p> <p>Assessment: Implementing an assessment and student data system will provide management personnel with the where-with-all to track and assess student progress and make the necessary adjustments to effectively dedicate resources.</p> <p>Instruction: Expanding GED testing, inclusive of preparation and administration in Spanish will improve skills and academic outcomes that ultimately will leverage with completing career certifications.</p> <p>Planning to join in the federal WIOA Title II Adult Education program will improve AEBG outcomes as well as improve access to resources</p> <p>Workforce Training: Leveraging AEBG funds in the amount of \$137,000 to finalize the State Architect approval of three job-training shops worth at least \$5 million will expand CTE opportunities in the Needles region.</p> <p>In collaboration with the Palo Verde School District, a program to train parents for jobs in early childhood education will improve K-12 student outcomes.</p> <p>Initiating agriculture career pathways in Veterinary and Plant Science, will expand river-related career opportunities for the Palo Verde students.</p>	<p>This consortium is challenged by the geographic separation, 100 miles, of the two boundaries, Blythe and Needles. Economic and demographic differences present paradigm challenges. [Academics and skills needs are common to both regions.]</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<p>For 2015-16, an assessment of needs and opportunities</p>	<p>The ongoing challenge is to identify and examine job-</p>

in this consortium’s region revealed a number of opportunities to undertake to provide greater education and employment training opportunities for its adult:

Leveraging \$137,000 in AEBG funds to gain three job-training shops worth in excess of \$5 million at Needles High School.

Initiating a broader effort in GED testing, inclusive of Spanish GED.

Beginning the planning to develop an agriculture-related career-training pathway in cooperation with Palo Verde High School.

Exploring the implementation of a culinary arts training program.

Instituting Career Cruising, in English and Spanish, to provide for a career exploration and the development of individual student pathways leading to employment or improved earnings.

training opportunities that lead to employment in Blythe, Needles and beyond. Once these opportunities are identified, the next step would be to identify available resources and leverage them to package a specific education and job-training program. These resources would include those vested in existing consortium members and partners. As opportunities arise, additional partners may need to be added to maximize impact and outcomes. As a definite positive, the Palo Verde Consortium funds are serving in a critical role as a catalytic source for pooling and leveraging resources.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Needles Unified School District	\$137,000
2	Palo Verde Community College District	\$488,000
3	Palo Verde Unified School District	\$125,000
Grand Total		\$773,016

The consortium has designated a fiscal agent

40 SAN DIEGO NORTH (PALOMAR)

PLAN SUMMARY

The Education to Career Network of North San Diego County made significant strides in the first year of our plan implementation, having set goals and targets that have either been accomplished, or are continuing to be developed into Year Two.

SOME OF THE MOST NOTEWORTHY ACCOMPLISHMENTS FROM 2015-2016 INCLUDE:

1. the hiring of a job developer and several career education advisors
2. completion of a business and industry research study to identify current and future job openings in our region as well as educational and technical requirements needed by students to obtain those positions
3. conducting a community forum to share the research study results, update our partners on our goals, and determine how they can best partner with us
4. contracting with a data research firm to further identify our targeted adult learners by geographic area and specific program/service needs
5. commencement of our curriculum alignment project
6. outreach to and commencement of services to adult learners in the small and remote areas of our region
7. and, the development and adoption of a new name, logo, and website in order to better identify our mission and provide awareness of our programs to our target audiences.

The Education to Career Network is dedicated to doing things differently in order to accelerate academic and career success for adult education students in our region. Together with our business and agency partners, our consortium is committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace.

OUR 2016-2017-FOCUSED PLAN GOAL HIGHLIGHTS INCLUDE:

- Increased stakeholder/partner engagement to support student education and career success
- Enhanced leveraging of resources to expand levels and types of programs and support services offered to adult learners throughout the region
- Development of a common student data tool to gather, measure, and analyze student and/or program successes and outcomes
- Continued market research to ensure our programs and services are matched with student and business needs
- Continued alignment of curriculum and pathways to best meet our regional workforces needs and assist students to transition into postsecondary education or directly into the workforce
- Continued hiring of support staff in key positions to allow us to better serve our students and accelerate the development and implementation of programs and services throughout the region
- We envision the work identified in Year Two to be very critical to the overall success of our Three Year Plan and anticipate, based on the work we accomplished in 2015-2016, together with our Network partners, we will meet and/or exceed our targeted goals.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>The Education to Career Network has expanded our infrastructure in support of our plan. Several consortium-wide positions have been hired including a Job Developer, Curriculum Coordinator, Data Coordinator, and Technology Integration Specialist. In addition, a Support Counselor for students with disabilities is also planned. Our largest member agencies; Palomar College, Escondido Adult School, Poway Adult School and Vista Adult School are each hiring Transition Coordinators and Career Education Specialists, most of which are in place. This increased infrastructure has allowed our consortium to expand programs and services within our region. Examples include our internship/job placement program and curriculum alignment program between all member districts.</p> <p>As a result of our work, several programs were expanded this year. Many of our adult schools expanded services, programs and numbers of classes, especially in English-as-a-Second Language area. In addition, a construction technology program was implemented at Ramona Adult School. The program was met with a warm reception by the community which resulted in 12 enrollments and a 100% completion rate.</p>	<p>The Education to Career Network (ETCN) is pleased with the progress made over the last few years of working as a regional collaborative. Our partners are engaged and collegial and share a vision for how to advance adult education in the area.</p> <p>Creating relationships with, understanding the needs of, and providing services to our rural communities is a challenge. The ETCN covers a 2255 square mile area, including ten K-12 school districts and Palomar College. Adult education services in the remote sites were almost non-existent prior to the grant. This year, we've pinpointed the needs for services in the remote areas and determined locations and times for classes. As a result, new classes will begin during 2016-17, which include ESL classes in Julian and HSD/HSE classes in Fallbrook and Borrego Springs.</p> <p>State funding delays were a challenge as many districts were not in the position to advance funds to the adult education program which delayed the implementation start. Another challenge faced was the release of accountability measures and data collection tables as many data fields requested were not gathered at enrollment.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>In order to gauge specific training and educational support services needed by adult learners to assist them in reaching their individual education goals, the Education to Career Network conducted a series of in-person focus groups with currently enrolled adult education students in a cross-section of classes at three of the member districts. Additionally, on-line and printed surveys were distributed to a cross-section of classes at each of the adult education member</p>	<p>The primary obstacles in providing the necessary training and support services continue to be the vast geographic service area as well as the rapidly expanding and extremely diverse student population. For example, transit providers and pricing differ greatly throughout the region. Additionally, many of the current adult education sites do not have facilities which can accommodate child care without extensive remodeling or additions. However, several of the adult</p>

campuses, of which more than 1,000 were returned. While some of the findings were unique based on the geographic location of the school and the type of class surveyed, there were many common themes that emerged across all classes and students surveyed. Those included: 1) Need for more convenient and economical transportation options, 2) Availability of affordable child care at locations where classes are held, 3) Tutoring services, 4) On-line learning options, 5) Increased availability of assistive software for students needing special accommodation, and 6) Assistance with job placement and internship opportunities. As a result, the Network expanded services and classes and has begun to implement strategies for addressing each of these identified needs.

school sites are either making the necessary changes to their facilities or entering into partnership agreements to offer these services. The Network is also considering a student ID card that would allow enrolled students in an adult education class to obtain student discounts on public transportation and other services. As the Network's partners continue to expand (including education, community, governmental, social service and non-profit agencies and organizations), so do the opportunities to create broader and deeper support tailored specifically to individual student needs.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Escondido Union High School District	\$2,587,626
2	Palomar Community College District	\$484,065
3	Poway Unified School District	\$1,365,734
4	Ramona City Unified School District	\$50,414
5	San Marcos Unified School District	\$82,256
6	Vista Unified School District	\$2,808,976
Grand Total		\$7,455,872

The consortium has designated a fiscal agent

41 PASADENA

PLAN SUMMARY

The key vision of the consortium remains consistent with the prior year that being to provide adults learners with updated instructional programs, seamless transitions and/or articulated pathways into credit CTE certificate programs or the workforce internships for on-the-job, service to immigrant populations in the region and workforce readiness training programs. Significant outcomes have been realized in these areas of endeavor; specific in the Pre-Apprenticeship Building Construction Program and courses to support immigrant populations including Citizenship Preparation and the VESL Green Gardening and Landscaping Program. Targeted activities and goals for 2016-2017 will focus on the further enhancement of these programmatic areas and short-term certificate offerings to include the initial offerings of online, hybrid course offerings to provide adults with broader opportunities to access educational offerings.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>The consortium experienced considerable success in the expansion Vocational ESL programming, courses that support immigrant educational opportunities and the delivery of course offering and certificate programs to adult learners populations leading to the earning of workforce certificates that prepare the student for work in a high demand careers. Additionally, adult learners were able to progress to completion of advancement of basic academic skills and the earning of their GED or Adult High School Diploma. These were key areas of need for adults in the regional as identified at the beginning of 2015-2016</p>	<p>A key areas of challenge has emerged in working to better align outcomes for adults with evolving and changing business needs. Much work is being done towards reviewing existing curriculum and program offerings, in consultation and discussion with business partners and advisory committees, to best ensure learning outcomes are relevant. As an example, it was discovered that the requirement for typing speed for students in Business Certificates programs was insufficient when compared to the minimum requirements articulated by business recruiting for employees to enter clerical positions. Effective outreach to the business community and industry stakeholders through an infrastructure to create more consistent communication, marketing of opportunities available to adult learners and the timely onboarding of key support staff continue to be lead challenges.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The members of the consortium focused efforts on the population of adult learners who were considered to be of highest need in the region. This included non-native</p>	<p>As previously indicated, the key challenge experienced was in effectively marketing the program offerings to efficiently attract adult learners to the training and</p>

speaking adults who sought vocational ESL training and education opportunities. Significant success was realized in adults earning ESL Certificates of Competency, Adult Basic Education, Bi-lingual General Education Development Certificates, Vocational ESL Certificates in Child Care, Green Construction, Green Landscaping and Gardening, Housekeeping and Health Care, and Business Certificates of Completion.

educational opportunities available. The fine tuning of strategic, focused marketing efforts and flexible time periods for the scheduling and location at which programs were offered throughout the community allowed for meeting and overcoming many initial challenges during 2015-2016. The accelerated pace at which training and educational programs were developed and launched was another challenge that was realized and address in 2015-2016.

The basic needs of adults in the consortium’s region remain fairly consistent. No significant or salient changes are anticipated or needed at this time.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Arcadia Unified School District	\$23,175
2	Pasadena Area Community College District	\$1,130,994
3	Pasadena Unified School District	\$400,000
4	Temple City Unified School District	\$170,979
Grand Total		\$1,772,131

The consortium has designated a fiscal agent

42 NORTHERN ALAMEDA COUNTY (PERALTA)

PLAN SUMMARY

The NACAE regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students in meeting their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college.

THE NACAE IMPLEMENTATION PLAN FOR THE 2016-17 PROGRAM INCLUDES THE FOLLOWING:

- Develop education campaign through branding and marketing to ensure internal and external audiences are well-informed of the consortium, our work, and services available.
- Redesign consortium website to ensure it is user-friendly, student focused, and provides comprehensive content related to our services.
- Align and Improve Assessment: Adult School, community college instructors and administrators team will continue to discuss the idea of aligning and improving the initial student assessment, career planning and placement process. We will complete research into common assessment options and/or shared regional assessment locations and decide next steps to streamline this process for students.
- Align Curriculum between Adult Schools and Community Colleges: Adult School, community college instructors and administrators team will continue meeting to align and develop curriculum between the Adult Schools, community college and educational partners, including articulation agreements.
- Provide Adult School-to-College Transition Services: Ensure a warm hand-off from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.
- Create Bridges to Existing Career Pathways and Create New Pathways: Build and expand courses that expose students to career options and contextualize basic skills to career-themed programs; build pathways that motivate learning, enable students to develop marketable skills, and link learning to employment.
- Provide Wraparound Support Services to Ensure Student Success: Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration. Generate resource map incorporating input and information.
- Coordinate Data Between Community Colleges and Adult Schools: Convene a subcommittee of consortium members to explore issues, including student privacy, and work with regional consortia to purchase and implement data collection software and sharing mechanisms between Adult Schools and community colleges.

Our goal is to implement strategies this year to ensure we are practicing methods to improve the adult learners adult school, community college to workforce experience and opportunities.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>The Consortium expanded levels of service in the areas of Adult Basic and Secondary Skills and courses for Immigrants/ESL. Adult schools established three separate sites with both morning and evening classes at locations either on community college campuses or immediately adjacent to college campuses. Conducting student registration and assessment over a series of dates, times, and locations was paramount to building capacity for the new courses. Consortium partners (Laney College and Merritt College) were instrumental in offering technical assistance (as well as potential classroom space) for the project.</p> <p>Alameda Adult School added three waitlist ESL classes for Beginning Literacy, Beginning Low and Beginning High Levels (139 students); a GED Prep ELA/Sci/SS Class (9); and a Basic Computer Class for ESL Students (17).</p>	<p>Developing and implementing a sequence of leveled classes that will develop academic skills in the context of college and career readiness; additionally, providing students with the necessary guidance and support in gaining access to relevant community college programs. Finally, locating these classes in close proximity to community college campuses to effect a seamless transition was major objective</p> <p>Enrolling adult school high school diploma students as concurrent students at Peralta, required policy to be adapted to be more specifically applied to Adult students.</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
<p>Working in conjunction with the Career Ladders Project as its consultant, the Northern Alameda Consortium for Adult Education actively engaged in rethinking and redesigning an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success.</p> <p>In 2015-16, Design Teams met regularly to develop programs (Adult School and Community College) in preparation of approval of new curriculum/courses at college and district (CIPD) levels. The Consortium is currently developing materials for bridge program models in the following content areas: skilled trade (marine technology, water/waste technician; early childhood education; culinary arts/hospitality; maritime management, and entrepreneurship).</p> <p>The ESL Design Team created a map of the ESL classes</p>	<p>Facilitating an understanding of various models of transitional/bridge programs that link adult schools and community colleges, utilizing new "Enhanced Non-Credit" program development at the community colleges.</p>

offered throughout the region, adult schools and community colleges. Students now have a single resource to see where they can access ESL classes in the region: ESL levels and locations.

The Consortium piloted an iBEST model: co-teaching of an adult school basic skills within a community college class.

Oakland was able to fill instructional gaps by adding Adult Basic Skills and leveled ESL instruction.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Alameda City Unified School District	\$630,901
2	Albany City Unified School District	\$0
3	Berkeley Unified School District	\$3,029,176
4	Oakland Unified School District	\$2,012,884
5	Peralta Community College District	\$919,200
6	Piedmont City Unified School District	\$942,198
Grand Total		\$7,614,531

The consortium has designated a fiscal agent

43 RANCHO SANTIAGO

PLAN SUMMARY

The Rancho Santiago Adult Education Consortium's objective for the 2016-2017 year is to continue with the goals set forth in the Regional Comprehensive Plan (RCP). During this past year, the priority was to build a foundation so that the Consortium members could implement the planned strategies set forth in the RCP. The Consortium had great success with putting these priorities into motion.

2015-2016 GOAL: ESTABLISH NEW SITES IN UNDERSERVED AREAS

In April 2016, the College and Workforce Preparation Center (CWPC) opened with a focus on developing career and educational pathways. The Center serves adult learners in many of the AEBG program areas, including High School Diploma/GED, Adult Basic Education, and Short-Term CTE, as well as wrap-around services, such as counseling. The CWPC is located in an underserved area in the City of Orange and serves as an office for new faculty, as well as the hub for Consortium activities including Executive Committee and Strategy Proposal Workgroup meetings.

2015-2016 GOAL: HIRE FACULTY COORDINATORS AND RESEARCHER

By the end of Summer 2016, RSAEC hired nine additional full-time faculty members and one Teacher on Special Assignment (TOSA). Areas represented are:

- ESL/Citizenship
- ABE/ASE (specializing in English, Math, and Science)
- Short-Term CTE/Pre-Apprenticeship Programs
- Adults with Disabilities

All new faculty coordinators have been processed and are ready to begin their assignments in Fall 2016. RSAEC has also hired a Research Coordinator and Applications Specialist III to facilitate and collect the data for the Consortium.

2015-16 GOAL: ESTABLISH ARTICULATION AGREEMENTS BETWEEN CREDIT AND NONCREDIT PROGRAMS

Noncredit ASE at Santa Ana College (SAC) articulated both high school English and Math to allow students to go directly into the next level of each course at the college without a placement test.

2016-2017 VISION: OFFER MORE CLASSES AND INCREASE SUPPORT SERVICES TO SERVE AN INCREASING NUMBER OF STUDENTS

One goal is to open another new site, at Santa Ana College's main campus. This site will serve noncredit adult learners in the areas of ESL, ABE/ASE, Short-Term CTE, and Programs for Adults with Disabilities. Providing noncredit classes on the main campus will increase opportunities for students to transition into credit programs.

Other goals include expanding articulation agreements between noncredit and credit programs, increasing course offerings in programs for adults with disabilities, implementing the evening childcare program successfully piloted by SAC Continuing Education in Spring 2016, and piloting an on-site tutoring center for noncredit GED, ESL and ABE students at SAC.

Our professional development goal is to invite all Consortium members to Rancho Santiago Community College District (RSCCD) noncredit workshops, and encourage members to attend the AEBG Summit and other related conferences.

In the area of leveraging resources, RSAEC’s goal is to break down transportation barriers and improve access to classes in the community for adult learners, in part by leveraging sites at locations including Santa Ana Unified School District (SAUSD), Orange Unified School District (OUSD), the Orange County Sheriff’s Department (OCS), and multiple community organizations such as the Friendly Center, Boys and Girls Club, and Taller San Jose.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>Expanding services was RSAEC’s number one priority in the Regional Comprehensive Plan. On April 11, 2016, RSAEC opened a new center in the City of Orange focusing on expanding AEBG programs to this underserved area of the region. The College and Workforce Preparation Center (CWPC) has four classrooms and currently serves adult students in the areas of ESL, High School Diploma/GED, Adult Basic Education, and Short-Term CTE. It is the Consortium's intention to provide programs for Adults with Disabilities at this site in the near future. In addition to the class offerings, there are counselors on site to support students with their educational planning, and four full-time coordinators in the areas of ESL, ASE/ABE, Short-term CTE, and Adults with Disabilities, to collaborate and work on meeting students' needs. The Consortium’s AEBG Director and Applications Specialist III are also housed at CWPC. In the four months since the site has opened, there have been many successes. CWPC has welcomed over 175 students in the High School, GED and ABE programs, as well as an additional 75 students in short-term CTE and ESL. Counselors have held over 215 student appointments and the site has awarded high school diplomas to six adult graduates.</p>	<p>The challenges faced within the Rancho Santiago Adult Education Consortium have derived mostly from lack of time during the first AB104-funded year. Within the Rancho Santiago Community College District, it was difficult to find and lease proper educational sites to accommodate adult students. Some of the hurdles included finding adequate parking that also had good proximity to local transportation routes, completion of lease agreements, and board and state approval of agreements in a timely manner. With initial funding not being received until October 2015 and the holiday closures occurring soon after, it postponed the opening of the College and Workforce Preparation Center until April 2016. In addition, the proposed Santa Ana Center has also seen challenges as the district has not yet located an appropriate site to serve students’ needs. Another challenge is outreach. It has been difficult to advertise and get the word out about the new locations and programs offered. Within Garden Grove Unified School District (GGUSD) Adult Education, it has also been difficult to expand. One of the main challenges for GGUSD has been that they cannot hire any additional instructors at their adult education sites, which is necessary to expand their program offerings.</p>

REGIONAL EFFECTIVENESS

SUCCESES

The second priority for RSAEC was to hire full-time employees to help with the implementation of the AEBG strategies set forth in the Regional Comprehensive Plan. In order to meet regional needs, the hiring of nine full-time tenured-track professor/coordinators, as well as one Teacher on Special Assignment (TOSA) was essential. These ten new faculty/TOSA members have specialties in five of the AEBG program areas: ESL/Citizenship, ABE/ASE (specializing in English, Math, and Science), Short-Term CTE/Pre-Apprenticeship Programs, and Adults with Disabilities. Another area of success was providing HiSET testing for incarcerated adults. During 2015, GED testing ceased inside the jails due to the implementation of computer based testing. Through AB104 funding, the Consortium purchased HiSET vouchers and hired test proctors and a testing coordinator to oversee the five county jails. Adult learners within the jail are now able to test and work towards the completion of their high school equivalency certificate. The Consortium has also reached out and formed partnerships within the local business community including WDB, EDD, and the Social Services Agency. These partnerships will allow us to provide more services to the region's adult learners by sharing information and collaborating on a plan to help with student/client referral services.

CHALLENGES

Similar to the challenges faced with Levels and Types of Services, the challenges faced by RSAEC in the area of Regional Needs derived mostly from lack of time during the first AB 104 funded year. AEBG funding was not allocated to the members until October 2015. Within the Rancho Santiago Community College District (RSCCD) and Garden Grove Unified School District (GGUSD), this delayed the hiring process. Jobs were not able to be flown until funding was received. Again, with the holidays coming so soon after the funds were received, it delayed and pushed back the application screening and candidate interviews until Spring 2016. Due to this delay, new full-time faculty coordinators at RSCCD and the TOSA at GGUSD have not been able to start their assignments. The positions are scheduled to begin in Fall 2016. This is a challenge, as the Consortium had hoped to have the new employees in place by spring in order to begin work on many of the planned strategies. In addition, the lack of time and the late funding also created delays within the jail programs with both the purchase of the HiSET vouchers and the hiring of the test proctors and the testing coordinator.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Garden Grove Unified School District	\$1,421,453
2	Orange County Department of Education	\$0
3	Orange Unified School District	\$6,722
4	Rancho Santiago Community College District	\$2,880,462
5	Santa Ana Unified School District	\$0
Grand Total		\$4,403,130

The consortium has designated a fiscal agent

44 NORTH COAST

PLAN SUMMARY

RAE (Redwood Adult Education) will offer adult education classes at locations geographically accessible to learners within the RAE region. Based on identified workforce needs, RAE classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of our region.

The adult education needs and resources in our region have been identified. We have determined that we have significant needs, the expertise to develop effective programs, and a strong desire by all members to see a robust adult education offering in our region.

The partnerships we developed as we worked together to develop this shared vision and plan will lead to integrated educational pathways, increased educational opportunities, and improved ability to address the varied needs of our collective adult learners.

The goals of the consortium are to identify existing services and gaps and to determine how we can best partner to meet the needs of as many adult learners within our service area as possible. Specifically, we will determine:

1. what educational needs exist in our adult community
2. what facilities are available to host services
3. how adult learners can be directed to services that best align with their educational goals
4. development of individualized pathways
5. and the best ways to blend resources to meet these goals.

The RAE Executive Committee has created and prioritized ten goals for the team to accomplish over Years 1 and 2. Work on goals 1-3 began in Year 1 and will continue into Year 2. Goals 4-10 will become new focus areas in Year 2:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency. Expansion of ABE, GED preparation, and high school diploma programs.
2. Expand the consortium's infrastructure.
3. Develop comprehensive pathways with multiple non-credit entry points leading to a community college transition and completion of stackable credential or a degree.
4. Develop and implement a RAE marketing plan.
5. Programs for immigrants in citizenship, ESL, and workforce preparation.
6. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. Short term CTE.
7. Programs in career technical education that are short term in nature with high employment potential.
8. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
9. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.
10. Programs for adults with disabilities.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>Much of our program offerings remained unchanged between the 14-15 and the 15-16 fiscal years. We did have significant growth during the 2016 summer semester, offering eight new sections of EDUC 220 at three different location in two different counties. Additionally, we offered a WORK 282,,communicating in American Sign Language. This class filled to capacity very quickly. We plan on having three sections of this class at three different location this fall.</p>	<p>RAE serves all of Humboldt and Del Norte Counties. From Garberville to the south, Hoopa to the East, and Crescent City to the north, the counties are rural. Each has significant population centers, but they are not very close to each other. Our students, especially when they first enter our system, are reluctant to travel very far to take classes. This makes scheduling classes risky. We have a hard time accurately predicting the number of students likely to attend.</p> <p>Recruiting teachers, especially ESL teachers in Crescent City, has been very difficult. While this seems to be changing, finding teachers to meet the Minimal Qualification to teach a particular class is difficult when the population is small. While we are happy to pay our teachers travel stipends, the traveling itself remains a barrier for potential teachers.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>RAE's greatest success during the 15-16 fiscal year has been creating the infrastructure (personnel) needed to carry out the Three Year Plan. Creation of this infrastructure was one of the three goals prioritized for the 15-16 fiscal year. The immediate impact has been an increase in the number of ABE and GED Preparation classes offered in the second half of 2016, most notably in Crescent City. REA is well positioned to dramatically increase its number of offering across the service area in 16-17.</p>	<p>Geography, teacher recruitment, and predictable student enrollment are our greatest challenges. The potential exist for RAE to be offering classes at 15+ locations this year. For a small consortium, spread across two very large counties, this presents a multitude of challenges. We are working to create increased wed-based access and support for classes, but the reality is that members of the RAE team will spend many hours in our cars each month traveling in support of program growth and development. Since most of our service area is rural, the number of students served versus the number of hours spent and miles traveled creates results reflecting our labor intensive situation. The RAE Executive Committee is well aware of this challenge and has reasonable expectations as a result.</p> <p>The challenge of teacher recruitment is an issue all education institutions in Humboldt and Del Norte County face. RAEhave had to cancel or delay the start of</p>

some classes this past year because of lack of new faculty or availability of existing faculty. This issue seems to be easing a little as RAE builds its teaching force and word of mouth increases our recruitment pools.

Adult Education has been so hit-and-miss in our counties these past five to seven years, people are simply not aware that new classes are becoming available. Our most consistent area of enrollment has been in our ESL program. We are highly confident that the introduction of our three Navigators will help spread the news that classes are once again available and to help connect potential and existing students with new Adult Education opportunities.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Del Norte County Unified School District	\$34,711
2	Eureka City Unified School District	\$252,579
3	Fort Bragg Unified School District	\$35,139
4	Fortuna Union High School District	\$0
5	Northern Humboldt Unified High School District	\$0
6	Redwoods Community College District	\$750,000
Grand Total		\$1,095,445

The consortium has designated a fiscal agent

45 RIO HONDO

PLAN SUMMARY

RHRAEC continues to be a progressive partnership by supporting each member agency and working as a collective whole to expand and improve services to adults in our region. With AEBG allocations, instructional hours, programs, and services have been expanded to serve far more adult students than in recent years. Additional counseling services have been provided. These activities have proven to be an asset to adult learners. In 2015-2016, the Consortium also held three successful conferences focused on the what, who and why of AEBG. The conferences shared resources with and engaged stakeholders, educators, local government representatives, and adult students.

In 16-17, RHRAEC continues to focus on achieving AEBG objectives and ensuring that all adult students reach their educational and career goals. In order to fill gaps and accelerate learning, the Consortium continues to provide additional and accessible educational opportunities in a safe, engaging environment. AEBG allocations will add instructional opportunities with expanded schedules (evenings, summer, etc.), increased instructional hours, new classes, updated technology, and classes located throughout the community. Additional staff will support instructors and students, and services such as child care and/or transportation enabling better access, attendance and participation.

In order to create seamless transitions, RHC will provide counselors to be housed at each Adult School/ROP, in collaboration with increased counseling services at each school. Consortium-wide staff development for counselors, instructors, and support staff will be scheduled quarterly to share curriculum and best practices in order to improve student learning. Each Member will also provide professional development focusing on the specific needs of its staff and students.

RHRAEC is committed to increasing Stakeholder and Partner participation in Consortium activities in order to benefit from shared expertise and resources. Each agency will continue to develop relationships with outside partners to leverage resources for support services, education, and employment. Through the Consortium, information and resources can be shared with the other member agencies, creating greater access for adult students. RHRAEC's website is a tool for communication and a resource for Members, Stakeholders, community members and adult learners. Job fairs and other hiring opportunities shared by Stakeholders are posted on the website and emailed to member and partner agencies to be distributed to adult students. The website also includes information about academic and employment training options available at each member agency, and will continue to be expanded to provide supplementary information and search capabilities.

RHRAEC's purpose is to focus on the overall needs of adult students and communities in the region. Assessment and data will be developed, expanded and accessed to track adult students, evaluate programs, determine needs, analyze outcomes, and to guide member and consortium efforts. RHRAEC is dedicated to pursuing and using wide range resources available in the region, and to implementing innovative and creative strategies in order to ensure academic and personal success, and positive economic outcomes, for every adult learner.

LEVELS AND TYPES OF SERVICE

SUCCESSSES

CHALLENGES

- EMUHSD expanded services by adding classes in adult literacy, an ABE Learning Lab, and two ASE high school diploma classes. Five ESL classes were added. Additional CTE classes in high demand fields have either been added or are in development. Other expansions include workshops for adults to help school aged children, additional hours for babysitting, a career counselor, increased counseling hours, additional instructional hours and a summer session.
- ERAEC extended services by adding six ESL and two ABE classes, substantially expanding GED preparation and testing programs, and maintaining a strong CTE program consisting of four Business Career Pathways. A part-time counselor reinstated in 15/16 will be expanded to full-time in 16/17.
- Tri-Cities has reduced student costs for its Dental Program, located in a low socio-economic region.
- RHC is opening an educational center in Pico Rivera next to ERAEC, featuring a computer lab/classroom and Student Supportive Services. Counselors have been and will continue to be provided for Adult Students at all partners sites.
- WUHSD has restored instructional hours and expanded summer programs, including evening classes. Investments in hardware and software will be used to accelerate student learning and fill instructional gaps.
- The late arrival of the funding and the requirement that the monies be invoiced to the fiscal agent for reimbursement caused a substantial block to the implementation of this program. Some agencies were unable to front the money to start programs. The money, held by the fiscal agent, remained unspent for much of the year. The confusion about the money being a grant rather than an allocation delayed the use of these monies to expand services.
- ERAEC extensively marketed classes in Adults with Disabilities and Adults Training for Child School Success. The results were dramatically less than hoped for and classes were cancelled.
- RHC has had personnel changes resulting in a disruption counseling services.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>Consortium funding has resulted in additional programs and services added throughout the RHRAEC service area. New classes have been established at EMUHSD in ESL, Adult Literacy, and CTE. ERAEC has reestablished ESL, and increased GED Preparation and Citizenship programs. WUHSD increased instructional hours and offered an expanded summer program. In addition, access to technology was increased dramatically with</p>	<p>As RHRAEC enters year 2, the challenge will be sustaining the growth without additional funding. The growth of industry in this region and the demand for trained workers in emerging industry sectors will require introduction of new classes while maintaining services to Immigrant adults and native speakers of English with low literacy skills. The new classes and services that have been introduced serve the</p>

new instructional tools and software. RHC hosted several large events in collaboration with member/partner agencies to promote active dialogue and training of stakeholders, as well as to provide information to students regarding training opportunities. These include: RHRAEC Stakeholders Conference in which over 150 guests attended. Educators, community members, and stakeholders attended opening session, informational breakouts, adult student panel, and closing remarks-all noted by evaluations as thoroughly informative. The Workforce Development Conference included local government representatives, stakeholders and educators, and Trades Night, was successful in sharing employment training opportunities with over 400 adults learners. Both of these conferences also provided much needed information regarding opportunities provided by apprenticeships. The two conferences were featured as 15/16 Promising Practices,

community. Salary increases awarded by the K-12 districts could necessitate program reductions for adults since the AEBG funding has not increased. Late funding precluded agencies from advertising some courses, hiring staff and reducing tuition in a timely manner.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	El Monte Union High School District	\$9,518,638
2	El Rancho Unified School District	\$558,567
3	Rio Hondo Community College District	\$528,102
4	Tri-Cities ROP	\$35,000
5	Whittier Union High School District	\$2,961,851
Grand Total		\$13,664,430

The consortium has chosen direct funding

46 RIVERSIDE ABOUT STUDENTS

PLAN SUMMARY

The ABout Students Regional Consortium has identified 4 overarching themes of focus in the three-year plan:

1. consortium sustainability
2. access and capacity
3. alignment of transitions and pathways
4. outreach and support services

During the first year of implementation, the primary goals of the consortium were to rebuild lost services, and restore programs throughout the region. The consortium goals for 2016/17 include continuing efforts began in 2015/16 to re-establish services in the core program areas of ABE/ASE, ESL, short-term CTE, and to expand additional services in re-entry into the workforce, support k-12 student success, and adults with disabilities when possible. Objectives and goals for 2015/16 focused on addressing gaps in services, implementing seamless transitions among members, and accelerating learning through technology. Objective goals for 2016/17 will continue to address the gaps in services and apply successful practices of seamless transitions already established in the region. The consortium projects a higher need for professional development and dedicated resources for technology upgrades and training.

The accomplishments achieved during 2015/16 by the ABout Students Consortium include activities in each of the overarching themes. Efforts toward consortium sustainability include consistent, ongoing meetings, the development of three review committees, and resources dedicated for the consortium lead administrator. Substantial progress has been made to increase access and build capacity by the addition of adult basic skills classes, secondary, and English as a second language classes being offered by several members. Transition to post-secondary classes were established and expanded by members through collaboration among partners. Plans for a pre-apprenticeship program continue to be developed by the community colleges and the International Brotherhood of Electrical Workers. Members utilized funding to upgrade technology and purchase software needed to accelerate student learning. Licenses enable students to continue learning outside of the classroom and extends opportunity for growth. Additional staff have been hired by members to support the growth in course offerings. A consortium website was developed and established to increase communication among members as well as provide information for students.

Approaching 2016/17, the About Students Consortium will continue to focus its efforts to sustain an effective consortium collaboration, increase access and expand capacity to meet the high needs of our region, align our programs through curriculum development, create pathways for students to easily transition and provide the support services needed to off-set barriers to student success. Some of those activities will include increasing staff and student participation in consortium committees by program and job alike meetings, providing workshops for members and their staff to share and learn about best practices, creating work groups to align courses, curriculum and programs, adding courses in programs still impacted by high demand, developing programs in sub-regions where unavailable, hiring liaison positions to facilitate case management of transitioning students, sharing facilities with partners to better connect students to resources available in the community, and researching data and accountability systems that will support the integration of our unique systems.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>The accomplishments achieved during 2015/16 by the ABout Students Consortium include activities in each of the ABout Students Consortium four overarching themes.</p> <p>Consortium Sustainability: Monthly consortium meetings, timely submission of deliverables, productive Allocation, Annual Plan, and Effectiveness Review Committees which met regularly, development of operating processes and agreements, and website development. Attended state training opportunities for professional development for consortium leadership.</p> <p>Access and Capacity: Restored and rebuilt course/program offerings, increased number of classes offered, added support services to students such as counseling, child care, and tutoring, reduced and eliminated waiting lists, updated computer labs and purchased portable computer carts, replenished textbook supplies for classroom use, updated software for distance learning delivery, hired additional staff to support increase in students served. Expanded testing services in high school equivalency in English and Spanish. Provided additional support for staff on newly purchased curriculum in civic education development.</p> <p>Alignment and Transitional Pathways: Increased transition classes offered and collaboration between adult schools and colleges to better support student transitions, collaborated with partners to begin alignment of courses, held college presentations at adult schools and took students on tours of college campuses. Collaborated on the use of CASAS to align assessment practices.</p> <p>Outreach and Support Services: Preformed presentations on Consortium activities at Board meetings, Chamber of Commerce events, public libraries, parent centers, community centers and organizations. Established additional scholarship opportunities through community partners. Extended outreach through participation at Parents as Champions</p>	<p>The challenges experienced by the members of the ABout Students Regional Consortium in 2015/16 include regional difficulties as well as individual issues unique to each district. Regional challenges consist of a high number of changes in member contacts, lack of familiarity with AEBG processes, and delays of implementation plans. As the regional members and partners continued to meet and implement its 2015/16 plans, changes in the individuals attending and participating in meetings impeded progress. Often new representatives were unfamiliar with legislation, requirements, and regional processes. Therefore, retraining was frequently needed to promote transparency and appropriate decision making.</p> <p>Several members experienced challenges with district leadership being unfamiliar with adult education policies, practices and the AEBG. Local progress was delayed when the consortium approved plans from a member for expansion, but the member district was reluctant to proceed due to past instability in adult education funding. Hiring and filling positions, purchasing technology, and upgrading materials were activities which took more time than usual to complete. In some cases, the incomplete activities have been postponed until 2016/17. One of those activities includes plans for gathering accurate and comprehensive data and accountability for the region. Members in the region have struggled with developing a cohesive plan which meets the needs of the region and demands of reporting.</p> <p>Finally, a significant challenge for the region has been the difficulty of implementing a new regional design of the delivery of adult education services and working collectively through the process. The ABout Students Consortium participants have operated programs without much inter-dependency for many years. Although the members are cooperative and collaborative, the regional consortium model is new and requires considerable shifts in approach and perspectives. Compounding the issue is the inevitability</p>

Conference, College and Career Job and Resource Fairs, Day Reporting Centers, PTA meetings, Open House at district schools, DLAC and ELAC meetings, local business. Enhances services provided through DPSS collaboration and referrals and formalized partnerships through the WIOA MOU process. Provided members' information on services, contact, and consortium activities on the regional website

of adjustments made by CDE, CCCCCO and the AEBG Offices. Changes in requirements, deliverables, and brief timelines have all contributed to challenges in year one implementation.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>Rebuilding adult education services after severe reductions</p> <ul style="list-style-type: none"> • Increase class offerings, hours of instruction • Added satellite locations for classes offered • Reinstated high school diploma program • Expanded high school equivalency preparation classes and testing • Implemented Tutoring services in multiple program areas • Establishing collaborative relationships among members • Scheduled monthly consortium meetings • Established working groups and committees to address regional needs • Began adult school/college collaboration for transitions • Supported a district where no adult education services have been offered • Working together toward a collective vision • Established regional priorities and a plan to address the priorities • Targeted fiscal resources based on the need of 	<p>High demand in all program areas of adult education in the region</p> <ul style="list-style-type: none"> • Hiring additional staff and expanding classes • Lengthy process for hiring personnel • Difficulties recruiting qualified faculty • Frequent changes in State processes and requirements • Short timelines for deliverables • Lack of adequate updated curriculum materials • Gathering data needed for accountability

the region

- Developed regional focus on objectives
 - Committed to collective responsibility for regional outcomes
-

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Alvord Unified School District	\$218,904
2	Corona-Norco Unified School District	\$1,489,345
3	Jurupa Unified School District	\$988,775
4	Moreno Valley Unified School District	\$1,355,057
5	Riverside Community College District	\$540,527
6	Riverside County Office of Education	\$295,464
7	Riverside Unified School District	\$2,845,548
8	Val Verde Unified School District	\$0
Grand Total		\$7,851,639

The consortium has chosen direct funding

47 SAN BERNARDINO

PLAN SUMMARY

In keeping with the Collective Impact Approach of having the region work together, the Inland AEBG Consortium has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan submitted in March 2015 served as a foundation for the Consortium towards the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability among adult education providers. In partnering with community providers including businesses, government and educators, the Consortium continues to work towards creating a seamless transition for students by providing tools and support for their progression along their educational career.

The Consortium will continue to make progress in the implantation phase of AB104, by building on the original planning developed during the AB86 planning phase resulting in the Regional Comprehensive Plan. The Regional Comprehensive Plan included input from multiple stakeholders that included representation from the Community College District, K-12 Member District's, and Community Providers of Adult Education and Services. Representative included Faculty, Teachers, Administrators, and Staff from the region.

The Consortium began year one with several planning meetings to refine the Regional Comprehensive Plan, American Community Survey data was utilized in deriving the Consortium allocation funding formula tying it directly to unmet need for adults living within the region. The Consortium leadership chose three priority areas for year one in order to address the largest gaps in program offerings to adult students. The three priority areas were set based on the LAO report highlighting the greatest need in the program areas of High School Diploma/GED, Basic Skill and ESL. In addition to the expansion of programs at existing Adult Schools, one K-12 Member is creating new programs as a result of the data analysis.

The Community College District is piloting a non-credit basic skills math course in the Fall of 2016 to assist in transitioning students who assess below collegiate level course work. In addition, a counselor will assist in transitioning students from both non-credit to credit course work at the college and work with each Adult School to transition students to postsecondary pathways.

In the 2016-17 fiscal year, the Consortium will embrace the opportunities to work regionally on assessment and placement of students, on student data tracking, addressing gaps in service, looking for ways to support accelerated learning programs for students on either academic path or a career goal. The region will work together on creating a Consortium-wide professional development calendar and seek ways of building relationships with more community partners to leverage existing resources.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
All member districts that currently offer Adult Education services are expanding the levels, frequency and number of course offerings, while Districts that have not offered Adult Education services in the past	One key challenge early on was how to allocate the consortium funding equitably among members in a consortium that has member districts at opposite polarities in offerings. Prior to the EMSI data mentioned

are exploring launching new programs. After reviewing the LAO report which highlights the unmet need in the areas of High School Diploma/GED, Basic Skills, ESL, unemployment and individuals below the poverty level, the Executive Committee chose to align the priorities for 2015-16 with the first three program areas listed. The Consortium reached out to a data research company, Economic Modeling Specialists International (EMSI) to gather demographic data by zip code of individuals needing services in the three priority areas of High School Diploma/GED, Basic Skills and ESL. The zip code data was used to calculate the consortium allocation of funds based on the educational need of adults in each K-12 School District, not current population being served, thus directly working on closing the current gap for services in the three priority areas.

Colton will open Adult School programs in an area where programs were closed in 2010. In addition, all of the member districts that currently offer services in Adult Education will expand the course offerings and increase levels of support services. For the 2016-17 consortium funds, the data collection and analysis will focus on workforce development, and alignment of programs and pathways to CTE.

above, the Executive Committee did have multiple discussions on how to best close gaps in the region. The consortium has one K-12 District that currently does not offer any Adult Education programs, and another K-12 District that has a large robust program.

The solution to this challenge was to use EMSI data to not only develop an allocation formula for consortium funding, but to tie the formula to actual unmet need in the area, not the population already being served.

REGIONAL EFFECTIVENESS

SUCSESSES

Based on LMI data there have been no changes to the local/regional economy regarding service needs. Therefore, the Consortium is continuing with the types of services and programs outlined in the 2015 Annual Plan and Three-Year Comprehensive Plan in the expansion of consortium programs.

Currently, Consortium Members are enrolling students in all AEBG Program Areas. The expansion and opening of new Adult Education programs throughout the region this year will alleviate some overcrowding at larger Adult Schools, reducing wait lists currently experienced at the San Bernardino Adult School.

CHALLENGES

Consortium members struggled with service delivery implementation due to fund allocation late in the program year. As the Consortium moves into the 2016-17 Program Year, Members are poised to demonstrate rapid expansion of services with full funding

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Colton Joint Unified School District	\$528,580
2	Redlands Unified School District	\$324,311
3	Rialto Unified School District	\$924,470
4	San Bernardino City Unified School District	\$6,784,521
5	San Bernardino Community College District	\$961,771
6	San Bernardino County Office of Education	\$0
7	Yucaipa-Calimesa Joint Unified School District	\$345,876
Grand Total		\$9,961,494

The consortium has designated a fiscal agent

48 SAN DIEGO

PLAN SUMMARY

The San Diego Adult Education Regional Consortium (SDAERC) Members are the San Diego Community College District Continuing Education and the San Diego Unified School District Adult Education. SDUSD and SDCE have been serving the educational needs of adult learners in the community since 1914. While the collaboration between the two institutions is not a new one, AB 86/AB 104 has renewed the conviction to achieve what is the most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region.

When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve; individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. The mission and vision is to provide ongoing learning opportunities and prepare diverse students for advancement,,assisting students to transform their lives.

There is a very long history of collaboration between both member agencies in Program Area 1. SDUSD and SDCCD/CE have offered a joint adult education program in Secondary Basic Skills for many years. Several areas of need were identified in the AB86 Plan for the Elementary and Secondary Basic Skills Program. In a laser-focused fashion, AB86 work group participants identified unmet needs in this program area that when addressed will not only better meet the needs of adult learners in the region but will also strengthen and enhance this historical collaborative joint effort.

IN ADDITION, THE SDAERC IN YEAR TWO (2) WILL:

- Align and standardize high school diploma curricula, placement assessment (CASAS), course mastery standards, and Career Technical Education embedded course content to ensure that the dually offered High School Diploma Program is aligned and standardized.
- The SDUSD program will establish 1 additional Adult Basic Education sites and 1 additional Adult Secondary Basic Education sites (adult high school diploma.)
- The SDUSD will employ additional instructional mentors to support students.
- Continue to explore, implement and analyze student outcome in order to determine the strength of programs
- Reevaluate programs within the consortium to assure that curriculum is aligned and proficient instruction is employed to deliver said curricula
- Support on-going professional development
- Improve communication paths
- Provide counseling support
- Investigate, access website, newsletter and other communication support

LEVELS AND TYPES OF SERVICE

SUCSESSES

While it could be considered a challenge also, the fact

CHALLENGES

All programs other than ABE/ASE are offered through

that there is only one shared program (the Joint High School Diploma) makes concentrated efforts towards a consistent message about the high school diploma the singular unifying effort. It will be one of the major activities for the second year.

SDCE. Communication will become another major activity for year 2.

REGIONAL EFFECTIVENESS

SUCSESSES

In total based on enrollment numbers, SDAERC was able to report total enrollment. The breakdown of the enrollment depended on various reports coming from SDUSD, SDCE and CASAS. Major activity towards data collection is a goal of year 2.

CHALLENGES

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	San Diego Community College District	\$2,752,360
2	San Diego Unified School District	\$1,580,628
Grand Total		\$4,445,071

The consortium has chosen direct funding

49 SAN FRANCISCO

PLAN SUMMARY

The San Francisco Adult Education Consortium's Year Two (2016-17) AEBG funding priorities are based upon the Regional Comprehensive Plan that was approved by the CCSF Academic Senate and by the California Department of Education in Spring 2015, and build upon Year One (2015-16) activities and accomplishments. Projects initiated in 2015-16 include:

1. Expansion of SFUSD counseling to students ages 18+ to support transition to CCSF.
2. Weekly SFUSD-CCSF planning sessions to align institutions and create clear pathways.
3. Creation of CCSF welcome packets and pathways maps for non-credit (NC) students, and expanded community outreach to recruit these students.
4. Staffing of CCSF Access Points at Centers to deliver enhanced student services.
5. Relationship-building with community-based organizations (CBOs) to provide outreach and wraparound support services to CCSF NC students.
6. Relationship-building between SFUSD Special Education and CCSF DSPS personnel to develop transition and support strategies.
7. Maintenance of 312 adult education course sections at risk of closure due to shifting enrollment trends.
8. Establishment of a community of practice to support expansion of Supported Instruction (adapted IBEST model of contextualized basic skills instruction) for CCSF's NC and career technical education (CTE) students.

Building upon these Year One activities, the Consortium identified the following 2016-17 priorities:

1. Improve adult student enrollment processes through the development of a multi-language online/ mobile application and registration process for NC students.
2. Provide SFUSD students ages 18+ with expanded college transition counseling, on-ramp college and career readiness courses, and access to CCSF through dual enrollment courses at the college and credit recovery classes at the high schools.
3. Fully implement Access Points serving NC students at each CCSF Center.
4. Provide CCSF NC students with peer lab aids, tutoring, and academic and retention counseling tailored to high-need populations.
5. Increase the offerings of Math/English jams, introductory bridge courses on NC career cluster pathways, and contextualized basic skills instruction for CCSF NC students through the expansion of the Supported Instruction co-teaching model.
6. Develop pathways from NC bridges into pre-apprenticeship and apprenticeship training at CCSF.
7. In collaboration with CBO partners, expand community outreach, wrap-around services for NC students, and community-based adult education courses.
8. Continue to support delivery of high-quality adult education through maintenance of course sections.
9. Strengthen structures for AEBG professional development and strategic use of data.
10. Upgrade 20 outdated classrooms with smart technology for ESL and NC CTE courses.

LEVELS AND TYPES OF SERVICE

SUCCESSIONS	CHALLENGES
<p>To date, the Consortium’s activities have not significantly expanded the levels and types of adult education programs in the region; however, the Consortium has seeded activities in Year One that will bear fruit in subsequent years, resulting in increased availability of courses and services benefiting adult education students. SFUSD enrolled students ages 18+ in a pilot on-ramp college readiness and career exploration course that will be scaled to serve greater numbers; and launched an innovative partnership with CCSF’s Transitional Studies department to deliver credit recovery courses at the high schools that could be expanded in future years. At CCSF, program development is underway to offer new supported instructional programs based on the IBEST model, a new certificate program serving adults with disabilities, and expanded Access Points serving adult education students with advising and support services, among other projects. The Consortium will continue to focus its efforts on the expansion of services for student populations with the highest unmet need, notably in ABE/ASE, ESL and AWD, and connecting these students to high-quality CTE instruction on pathways to continuing education and careers.</p>	<p>A challenge to the expansion of high-quality instructional programs serving adult education students has been the reliance upon 1960’s classrooms lacking in modern equipment. While CCSF is gradually bringing its facilities up to date, many NC classrooms had not been prioritized for investment. The Consortium conducted an inventory and selected twenty ESL and NC CTE classrooms to receive a full upgrade in 2016-17. These rooms will be equipped with smart technology, and faculty professional development will be offered on the use of this equipment to improve instruction and student outcomes.</p>

REGIONAL EFFECTIVENESS

SUCCESSIONS	CHALLENGES
<p>CCSF and SFUSD laid the groundwork in Year One for the expansion of high-quality instructional opportunities that accelerate adult student progress toward completion, certificates, degrees, and employment. Improved and expanded adult education programs are expected to increase CCSF’s NC enrollments in future years, addressing the high unmet need in the region. AEBG resources were used to establish a community of practice of faculty and administrators committed to these goals, and to deliver a series of trainings in the IBEST model of supported</p>	<p>While the current need for adult education in the region remains consistent with that identified in the Consortium’s AB86 Plan and the AEBG Three Year Plan, in Year One the Consortium faced the unanticipated challenge of decreased enrollment in NC courses resulting from accreditation issues, the high cost of living in the region, and other factors. Under the college’s current policy, nearly all the ABE/ASE and many noncredit ESL classes would have been cancelled due to under-enrollment, despite the persistent high need for adult education in the region and evidence</p>

instruction. A cadre of trained faculty members will deliver pilot NC CTE courses with integrated basic skills instruction and support services beginning Fall 2016, and the Consortium will track student outcomes and evaluate opportunities for the continued expansion and scaling of this promising model. In alignment with the college's shift toward meta majors, AEBG intends to support the design and delivery of NC bridges into priority career clusters, utilizing the supported instruction model to ensure equitable access and academic success among adult learners. And through a deepened partnership between SFUSD and CCSF, adult participants in SFUSD's on-ramp courses will transition into these bridges with the assurance of substantial support and high-quality instruction.

that enrollments elsewhere in the Bay Area have not increased as CCSF has contracted. In response to this unique situation, CCSF both expanded community outreach and utilized AEBG funds to partially support 312 sections, maintaining these classes for thousands of adult education students. In Year Two, AEBG outreach and program development _ in addition to improvements in enrollment management _ are expected to contribute to preserving and adapting courses that are optimally responsive to current student demand and need in the region.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	San Francisco Community College District	\$3,158,985
2	San Francisco Unified School District	\$396,950
Grand Total		\$3,665,059

The consortium has designated a fiscal agent

50 DELTA SIERRA ALLIANCE

PLAN SUMMARY

DURING THE 2016-17 SCHOOL YEAR THE DELTA SIERRA REGIONAL ALLIANCE WILL CONTINUE TO WORK TOGETHER TO KEEP:

- Developing a coordinated, seamless and aligned system for adult learners in our region
- Connecting adults to ongoing educational and career opportunities
- Expediting the educational and career development process to be as quick and effective as possible
- Better understanding how students move through our institutions and how we can better support them to meet their goals
- Optimizing and maximizing the resources available to serve students
- Increasing mutual understanding and awareness of our respective activities to promote student transitions and success.

DSRA will continue developing and implementing the integrated Pathway Bridge model for adults progressive levels of transition:

- Bridge Prep: Intentional focus on work and community integration by embedding work and social skills into beginning adult basic education and ESL
 - Bridge 1: Low intermediate reading, writing, speaking and math contextualized to multiple occupations: Allied Health, Manufacturing, Small Business, Logistics, ECE, Building Trades
 - Bridge 2: Occupationally specific bridge using dual enrollment, cohorts, work experience
- College or other CTE training: stackable certificate programs leading to family sustaining careers

The work of the DSRA is supported by a dedicated leadership team and steering committee as well as teams made up of DSRA administrators, faculty, teachers and counselors.

The Bridge Prep Team works very closely with the DSRA teachers in developing a common language, shared skills framework and relationship and team building. The Bridge Prep team is developing a coordinated approach to curriculum for the initial stages of the pathway bridge model.

The Transitions Team implements activities to support adult students transitioning to Delta College including a campus tour, orientation and assessment. The team supported the development of a Regional Transition Coordinator position that will be hired during the 2016-17 school year and will continue to work together to support adult school students who are planning to or have transitioned to Delta College or other educational or employment opportunities.

The Bridge 2 Team is developing career pathways in the Allied Health and Logistics fields. The Allied Health pathway is being developed with input from local employer in coordination with the Community Health Leadership Council.

KEY HIGHLIGHTS OF 2015-16 INCLUDE:

- Building broad awareness across the consortium of the pathway bridge model and supporting local implementation through the work of strategy teams and professional development.
- Adding needed courses across the region for adult learners. In Lodi, the number of ESL course offerings was doubled.
- Developing targeted and regionally appropriate career technical education programs. Manteca Adult school is now offering logistics and welding certificates.
- Planning for providing adult education programming in Calaveras County where programming was previously discontinued.
- Supporting adult school student transitions through tours and enrollment assistance programs at Delta College.
- Developing a Regional Transition Manager position at Delta College that will support the transition activities of all DSRA schools and students
- Developing a DSRA website and outreach and communications program
- Supporting professional development for DSRA faculty and teachers through ongoing workshops.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<ul style="list-style-type: none"> • Lodi Adult School • Doubled the number of ESL course offerings this year. • Added an advanced level of ESL which previously was not offered • Added CASAS for pretesting and student progress tracking in ESL • Doubled the number of ASE sections offered this year • Added Aztec software for student remediation in ASE • Added two sections of Career Foundations courses to prepare students for the workplace and careers • Added Apex to ASE as an online high school diploma option • Added ASAP as the new student information system • In collaboration with the Lodi Industrial Group, 	<ul style="list-style-type: none"> • Lodi Adult School • Finding and employing qualified teachers • Creating new curriculum • Aligning health career curriculum with the adult ed curriculum • Integrating technology within instruction • Reframing teacher mindsets and teaching methodologies • Stockton School for Adults • Identifying gap/need and creating specific career pathway in collaboration with DSRA • Calaveras County Office of Education • CCOE did not operate a program for 15-16. • Manteca Adult School • Daytime space is a challenge for Manteca Adult School. They do not have enough adult school building space to expand for daytime

added Manufacturing Principles as a short-term CTE course to prepare students for careers in manufacturing

opportunities.

- Contextualized instruction in ASE and ESL aligning with careers in health care
- Stockton School for Adults
- Extended school session from June 6-30, 2016
- Added Edgenuity as online course option in Adult Secondary Education
- Employed additional Adult Education Counselor (1.0 FTE)
- Calaveras County Office of Education
- With the funding arriving so late, 15-16 was a planning year. CCOE did not offer Adult Education classes during the year and instead developed the program to restart for 16-17.
- Manteca Adult School
- Manteca Adult School has expanded into logistics by offering fork loft certification programs. Manteca Adult School has also added a welding program with the intent of moving toward a welding certification program as well.

REGIONAL EFFECTIVENESS

SUCCESSES

The Transitions Team developed and coordinated a successful tour and follow-up registration event at Delta College for adult school students. On April 22 (SJDC), 51 students participated from DSRA Adult Schools and the San Joaquin County Office of Education. The tour included classroom visits and a hosted lunch with a student panel featuring students who had made the transition from local adult schools to Delta College.

All of the participating students applied for admission to

CHALLENGES

- Lodi Adult School
- Managing all the changes, new programs and grant reporting
- Attending multiple meetings (time)
- Identifying time for teachers to attend conferences, meetings, etc. while they are employed as teachers

Delta College. Twenty-seven of the 51 students completed the Delta Assessment and Advising process on May 13. On May 20, 12 students participated in a Delta College tour designed for non-native English speakers.

During the summer and fall 2016, ongoing support will be provided to these transitioning students. Support includes outreach and communication as well as student support events.

Additional success included:

- Supporting teacher participation in professional development activities
- Working with local employers and workforce development organizations to identify educational and employment gaps and create curriculum to meet local needs
- Expanding ESL offerings at during convenient times and expanding curriculum focus to address employability skills.

- Manteca Adult School
- Space is a challenge
- Finding qualified personnel to teach CTE courses

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Calaveras County Office of Education	\$49,250
2	Lodi Unified School District	\$1,341,890
3	Manteca Unified School District	\$1,258,426
4	River Delta Joint Unified School District	\$77,750
5	San Joaquin County Office of Education	\$49,250
6	San Joaquin Delta Community College District	\$1,528,196
7	Stockton Unified School District	\$3,030,376
8	Tracy Joint Unified School District	\$507,790
Grand Total		\$7,940,243

The consortium has chosen direct funding

51 SOUTH BAY (SAN JOSE EVERGREEN)

PLAN SUMMARY

SBCAE made marked progress in the first year of implementing its Three Year Regional Plan. Systemic reform to accelerate the achievement of more adult education students in our consortium began in earnest. While all of the objectives and activities listed in our Annual Plan for 2015-16 were addressed, the pace of implementation was slower than we projected. The delay in receiving funding, the challenges of seven districts' different personnel and operational practices, and the challenge of finding instructors slowed our progress. Direction on how to capture outcomes to measure and report progress was received late in the year. For these reasons, the summary of our progress for 15-16 also provides an outline on what we still need to do as we enter the second year of implementation. But while we need to continue and accelerate our progress, we are proud of the accomplishment of our Faculty Work Groups, our new Bridge and Transition programs and co-located classes, professional development for faculty, the beginning of a strong network of Transition Specialists, and our connection with our community partners (especially around the development of an Immigrant Integration Pathway). The principles and direction of our Three Year Plan remain our roadmap, and we have increased confidence on what we can do together in the years to come.

The structures and relationships that we have built to date will strengthen and expand in our second year. Our Faculty Works Groups will continue to direct the mapping of assessments, rubrics, skills matrices, while aligning curricula, embedding CCR Standards and determining SLOs among all consortium members in our region. They will assess the need and identify content of continuing Professional Development.

The Steering Committee has developed efficient working relationships among members, and there will be increased and more effective communication with stakeholders both in the seven districts and the community. This year's plan will outline robust outreach, both to partners and potential students that have been missed. We will the work to increase the understanding of our structure and opportunity both among our member districts and community partners. We will focus on leveraging more community resources. We will expand regional collaborations with industry and community partners in an effort to develop career pathways for all students.

Transition Specialists will be fully operational at all member institutions, operating as a strong network to facilitate the accelerated progress of students toward their goals. The regular collaboration among them will be a critical structure to move the consortium forward.

This year will see increased articulations between the systems with classes, sometimes co-located, in which students can be dually enrolled, often receiving college credit at completion. Innovative schedule and delivery models, and noncredit ABE and CTE Bridge courses aligned with the regional economy's needs will expand.

Last, to the degree we are able, we will build systems and practices to collect and evaluate much more data about the impact that 16.5 million dollars of adult education funding has on our region. With one year of baseline data, we will strive to increase our outcomes to show the state and our community the positive collective impact that is possible.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>We developed and delivered the first of the non-credit CTE Bridge programs in the colleges (first round at Evergreen) which helped lower basic skilled adults develop skills in the contexts they would pursue in credit and certificate programs. Students were recruited from all five adult schools as this "pipeline" to college began to flow.</p> <p>Co-locating college classes on the adult school campus was a significant experiment that, for the most part, achieved results. Without question, many of the adult school students in those classes would not have transitioned if the classes had not been co-located on the adult school campus. Co-enrollment for some students, however, meant that some lower-level students had skills challenges, and the additional support provided for some classes was critical to the students' persistence and success. We will continue to work with this model, where basic skills support is added to CTE instruction. How and when this additional basic skills support is provided is an area we will continue to study. What we know is that co-locating college classes on adult school sites has results.</p> <p>An important "new" service for students, as outlined in our regional plan, is work of a Transition Specialist at every member institution. Working with students to identify goals, address barriers, develop plans and assure a "warm hand-off" is made from one institution to another, is central to the consortium's goals. While there were delays (see challenges below) the staff from each member, not just faculty work groups or the steering committee, began true systemic change. Relationships were deepened, but systemic functions were added which will provided new support students.</p>	<p>There were two primary challenges that prevented the expansion of services and programs outlined in our Regional Plan and the activities listed in our Annual Plan. First was the timing of the release of the funds. Given the logistics of hiring, setting up new sites, curriculum and other preparation, the arrival of funding late into the fiscal year delayed action. Second, the ability to recruit and hire instructors and other personnel was a challenge. While all levels of education in all areas of the state are struggling to find teachers, the Silicon Valley, with its cost of living highest in the nation, and the relatively low compensation that adult education can provide, slowed plans to expand classes and services. Also, equal progress in all nine institutions, with their differing personnel processes, organizational cultures, and historic operational differences, was a challenge. These operational differences delayed achievement of some goals in the annual plan, e.g. having a Transition Specialist at each member institution.</p>

REGIONAL EFFECTIVENESS

SUCCESSSES	CHALLENGES
The members of the consortium-faculty, guidance staff,	As referenced in other places in this annual report, the

classified staff, and administrative staff-were focused on the goals and objectives of the regional plan. The coherence of our efforts, the collaborations and communication, build programs and supports that already have had a significant impact on the adult education students' success in the region. In our region a higher level of skills, specifically writing, is needed for career and college success. The need for increased rigor in the adult schools' ESL and basic skills programs was identified by the faculty workgroups, and instructional solutions began to be developed. Bridge programs into career training in the colleges and these curricula were developed, approved, and begun at Evergreen Valley CC. Our study identified huge gaps in services for adults with learning differences, and by summer we had created a job description and hired an AWD specialist at Santa Clara Adult School who will serve the whole consortium. Our county's international demographic (over 66% of the residents of the county were either born in another country or the child of an immigrant), reinforces our efforts to connect more with community partners who serve immigrants. In addition to the Immigrant Integration Pathway project described elsewhere in this report, we were engaged by a coalition of over 20 CBOs to build networks of immigration services-referrals and supports. Our local Workforce Development Boards, especially with changes to WIOA legislation, have reached out to the consortium to serve the most marginalized in our region. Our region's heated economy is good for many, but has also hollowed out the middle-level jobs. The "two valleys" continue to drift apart, with many of the working poor moving away. The consortium's work this year, and even more in the next two years, will be to position us to work with community partners to address this economic divide, which is more apparent in our region than anywhere in the state (statistics provided upon request).

delay in the release of funding resulted in an inevitable slowing of our work. The differences in institutional culture, operations (i.e. personnel practices), and pace will continue to be a challenge; we will continue to learn about each other. But by summer, a network of Transition Specialists from all members was meeting with a calendar of collaborative work set for the 16-17 year. The lack of clarity about an undocumented student's ability to be received by the colleges was a barrier to identifying pathways for those students. To repeat again, the ability to find teachers is a very significant barrier to moving forward with many of goals and objectives.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
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#	Member Name	Total AEBG Funds
1	Campbell Union High School District	\$3,130,433
2	East Side Union High School District	\$6,245,614
3	Metropolitan Education District	\$2,445,865
4	Milpitas Unified School District	\$715,157
5	San Jose-Evergreen Community College District	\$1,640,633
6	Santa Clara Unified School District	\$1,731,399
7	West Valley-Mission Community College District	\$508,745
Grand Total		\$16,558,269

The consortium has chosen direct funding

52 SAN LUIS OBISPO

PLAN SUMMARY

The San Luis Obispo County Adult Education Consortium (SLOCAEC) has made considerable progress in the three program areas that were identified as our year one focus: ESL, ABE/ASE, and Adults With Disabilities. Progress was made in curriculum development, alignment, and revision. Professional Development was expanded throughout the consortium, student support services were improved, and outreach for ESL and ABE/ASE was expanded to reach all communities within the county. The consortium has made progress towards establishing a common structure and core student support services that models the community college's noncredit SSSP. The consortium is working in collaboration with partners to implement the student support model across the SLOCAEC adult education system. The model consists of intake, orientation, and registration. Work groups and professional development in assessment and advising/ counseling are on-going and have made significant gains, however full implementation will occur in year two. Curriculum revisions and development has been completed for ESL and ABE/ASE. The objectives identified in the three year plan for ESL have been met and implemented throughout the consortium. ABE/ASE curriculum has been evaluated, updated, and aligned throughout the consortium. Best practices for accelerated learning have been reviewed by all work groups to determine the most appropriate model to implement for the consortium. Work groups for Adults in the Workforce program have met during year one and piloted programs are scheduled for 2016-2017. The Adults with Disabilities work group has developed course outlines that are currently pending final approval from the Chancellor's Office. Work groups with collaboration from consortium partners developed curriculum for the Adults with Disabilities program that will begin in Fall 2016. The work groups will continue to meet and develop curriculum, expand course offerings, and evaluate programs for improvements during year two. In Fall 2016 the consortium will focus on developing Career Technical Education pathways throughout the county for implementation in Fall 2017.

In an effort to eliminate the gaps in services across the consortium, foundations are in place for the work in year two including, continuous program improvements for ABE/ASE, Adults With Disabilities, and implementation of advising/counseling and a common assessment and accountability system throughout the consortium. The main objectives for year two will be to identify and improve/develop a system for data collection that meets the needs of each consortium member, the development and implementation of identified CTE and Apprenticeship programs. The consortium will also expand and implement the Adults in the Workforce and School Success program across the consortium. The Adult with Disabilities program will be evaluated and the work group will continue to make program improvements and expand services across the consortium. Outreach for all program areas will continue to improve and expand across the county.

The consortium will continue to work on seamless transitions between adult schools, the community college, the One-Stop system/AJCC, and local industries to support student success and transition to college and career.

The consortium members have identified the need to address permanent staffing to support and sustain adult education/noncredit programs. Members will meet with local district administration. Support from the state AEBG officials will be necessary for consortia to meet this need.

LEVELS AND TYPES OF SERVICE

SUCCESSSES

The SLOCAEC developed an intake/registration, orientation system that aligns with the Noncredit SSSP and WIOA program. This process for student intake has been implemented across the consortium.

The consortium members were successful in expanding ESL programs and services throughout the county, especially in rural communities that were identified as gaps in services in the three year plan.

ABE/ASE programs were evaluated and curriculum was revised and updated. Curriculum has been aligned with the common core standards throughout the consortium. Additional instructional hours, courses, and services have been offered throughout the county eliminating the gaps in services for ABE/ASE needs. The consortium has also expanded ABE/ASE to ESL students by offering the courses in Spanish for the native Spanish speakers in the county.

Work groups for Adults in the Workforce program have met and a pilot program was offered in 2016. The work group will continue develop and expand the program during year two.

The Adults With Disabilities work group developed course outlines and curriculum for the program. This program will begin in Fall 2016. The work group will continue to improve and expand the program during year two.

The CTE work group has identified programs that will be piloted during year two. Curriculum development will continue in year two.

The consortium was also successful implementing the School Success program in one community of our county. This program is new to the county and the work groups will continue to improve and expand this program during year two.

An adult education/noncredit program has been developed for the region's correctional facility, that

CHALLENGES

A major challenge across all member districts has been the inability to hire permanent staffing without confirmation from the state on future designated funding for adult education and noncredit programs.

includes ABE/ASE and Adults in the Workforce programs. The program will begin in Fall 2016.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The consortium was successful in expanding immigrant education to include Citizenship courses for student in the northern and southern communities in the county.</p> <p>ABE/ASE instructional hours were increases to meet the needs of students throughout the region.</p> <p>An educational program was developed in the correctional facility to provide inmates with ABE/ASE and workforce skills.</p> <p>A common student services approach that models the community college Noncredit SSSP was implemented throughout the region for all adult education and noncredit programs.</p>	<p>The consortium experienced challenges hiring instructors for the new program areas. The differences in minimum qualifications between community colleges and adult schools is a challenge. There is a need to hire more qualified instructors who meet the needs of both systems.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Lucia Mar Unified School District	\$457,289
2	San Luis Coastal Unified School District	\$449,770
3	San Luis Obispo County Community College District	\$383,769
4	Templeton Unified School District	\$14,877
Grand Total		\$1,329,958

The consortium has designated a fiscal agent

53 ACCEL (SAN MATEO)

PLAN SUMMARY

San Mateo County ACCEL will continue to develop collaborative capacity to serve students. Building on the 2015-16 work of the four Collaborative Action Teams (CATs), North County, Central County, South County and Coast, we will focus on five strategic priorities:

1. **New Staff Team Development:** ACCEL will support the development of an engaged and robust staff of new hires that includes an Executive Director, Transition Coordinators at each Community College campus and Career Navigators at each of the Adult Schools. The new team will coordinate with the CATs to provide leadership on the creation of the Adult Pathway Bridges to college and career.
2. **Continued Development and Learning by the CATs:** The Collaborative Action Teams (CATs) in conjunction with local ACCEL staff will develop existing or planned programs such as the ESL Academic Bridge to Skyline, ECE Pathway, Hospitality Bridge, Sustainable Construction, Career Exploration courses and assessments, Certification programs including North Star Digital Literacy, ServSafe Food Handler and Microsoft Office, development of Career Advancement Academies and related contextualized curriculum, assessment prep (ESL and GED Jam), SMAS-CSM College Bridge, VESL programming on the Coast, Entrepreneurship, Medical Assisting (a partnership between JobTrain, Sequoia Adult School and Canada College), Introduction to Health Careers and the Coding Pathway.
3. **Adult Pathway Bridge Development:** We will continue development of an integrated Pathway Bridge model for adults with progressive levels of transition. The overall bridge development will be supported by the work of the Implementation Design Team (IDT), made up of a cross section of ACCEL Staff and instructional advisers. The work of each team described below will be supported by targeted and ongoing professional development activities.
4. **Bridge Prep:** Intentional focus on work, social, and community integration by embedding these skills into beginning adult basic education and ESL. The Bridge Prep team will adapt the Transition Integration Framework (TIF) for local use.
 - **Bridge 1:** Adult school students beginning at Intermediate ESL and ABE levels will complete an interest inventory and learn about local job opportunities and pathways to careers.
 - **Bridge 2:** Occupationally specific bridge using dual enrollment, cohorts, work experience contextualized instruction, co-designed classes for students entering college classes including pathway targets such as Allied Health, Early Childhood Education, ICT/Coding, and Sustainable Construction
 - **Other College or other CTE training:** Stackable certificate programs leading to family sustaining careers
5. **Meeting the Needs for Adult Education:** ACCEL will continue to sustain, develop and implement promising-practice instructional and student services to meet unmet needs for education and training. Expanded programs will be aligned to the ACCEL Pathway Bridge model. ACCEL will also continue to support the ongoing development of La Costa, the recently restored adult school on the coast.
6. **Collaborative Infrastructure:** ACCEL will incrementally build out its coordinating structures, including ongoing coordination and facilitation, data and fiscal management, leveraged purchases, and regional strategic partnerships.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>A key success of 2015-16 school year was the restoration of adult school programs on the San Mateo Coast; an underserved area with high need. La Costa Adult School has campuses in Half Moon Bay and Pescadero, serving residents from Montara to Ano Nuevo.</p> <p>During its inaugural semester in Half Moon Bay, La Costa served a total of 267 students; 252 in four levels of ESL and 15 students in GED classes. About half of the students have an 8th grade education or lower and about 73% are employed. Of the 225 students who attended more than 12 hours, 88 were promoted to the next level with a completion rate of 39%.</p> <p>At the other campus in the more rural town of Pescadero, the majority of students are farmworkers with an even lower level of education. Spanish literacy and conversational ESL classes lay an excellent foundation for students to advance to upper level classes.</p> <p>Additionally, La Costa hosts a workforce/career exploration class in coordination with Canada Community College and is spearheading collaboration among other organizations on the coast to serve students fully, avoid duplication and identify gaps in service.</p>	<p>During the 2015-16 school year, South San Francisco and Jefferson Adult Schools recruited students to participate in a Hospitality Pathway program in partnership with Skyline College. The classes were taught by a Skyline College professor at the South San Francisco Adult School. The Fall 2015 class was a not for credit, 12 module course called Hospitality ADVANCE which contextualized Restaurant Operations topics for Intermediate High/Advanced ESL students. The recruitment efforts for the class were successful; 27 students enrolled and 22 students completed. The key challenge was maintaining student interest to participate in the next course in the pathway progression. Of the 22 students from the Fall program only 3 students enrolled in the next course. The class had 9 students, 8 passed and received Skyline credit. Upon reflection, administrators recognized that students who were recruited to participate did not understand the time commitment required or did not have sufficient interest in the hospitality industry to complete the Hospitality Pathway. This experience highlighted the need to work with students in advance of their enrollment in occupationally specific pathway programs to determine their interests and abilities, as well as their availability to complete a program.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>With the Maintenance of Effort (MOE) capped for several years at the 2012-2013 level, Adult Schools were not able to open any new classes and in several instances were forced to limit availability for students in order to stay within budget. With the new money available above MOE, new classes were added at Jefferson Adult, San Mateo Adult, and expanded computer curriculum and availability was added at</p>	<p>A continuing challenge remains that the level of resources provided makes it difficult to expand services to isolated populations who lack transportation and/or time to come to Adult Schools. Although more resources were provided with the above MOE money, much of those funds were used to pilot offerings that are developing pieces of the pathways to college. Choices needed to be made between addressing unmet</p>

South San Francisco Adult. La Costa Adult School, in the Cabrillo School District, was the re-opening of the District's closed adult school with a new name. Many students who were traveling from the coast to San Mateo Adult School in the evenings were able to take advantage of a local school where their persistence was much higher. The new school also offered classes for those who did not have the automobile required to travel from the coast in the evenings.

needs and developing programs that lead to sustainable careers for students. It is hoped that with the hiring of a full time Executive Director and other dedicated staff, that we will be able to leverage the resources of other providers to stretch the dollars for each and create more capacity for students who have not been able to attend traditional classes

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Cabrillo Unified School District	\$219,273
2	Jefferson Union High School District	\$1,298,391
3	La Honda-Pescadero Unified School District	\$0
4	San Mateo County Community College District	\$363,580
5	San Mateo County Office of Education	\$0
6	San Mateo Union High School District	\$4,837,160
7	Sequoia Union High School District	\$1,322,621
8	South San Francisco Unified School District	\$1,003,398
Grand Total		\$9,113,286

The consortium has chosen direct funding

54 SANTA BARBARA

PLAN SUMMARY

SANTA BARBARA AEBG CONSORTIUM-EXECUTIVE SUMMARY

MISSION, VISION & GOALS FOR 16-17

Vision: Using data-driven decision making, and an inclusive, collaborative and coordinated approach, improve or grow existing programs, and design new programs to the proven needs of adults in our region. **Mission:** We provide excellence in adult educational programming in order to accelerate transitions to transfer or career success. **Goals** include the development of more robust noncredit student support services, integrating innovation professional development programs for staff and faculty, and capturing measurable outcomes.

MID-YEAR PROGRAM ACCOMPLISHMENTS

1. Adult High School/GED: Instructors attended training to further the implementation of Learning Communities concepts in the classroom and faculty is in the work group phase to develop the curriculum.
2. Noncredit ESL: Curriculum development work group has completed its Basic Skills Initiative project and is making recommendations to integrate work-readiness into four existing courses.
3. CTE Short Term Vocational Bridge Program: Eight courses were created under Construction Technology, one course under Environmental Horticulture, and one course was created under Culinary Arts toward a bridge to credit programs.
4. Pre-apprenticeship Training for Construction Technology: The first set of four new Construction Technology courses were offered as a pre-apprenticeship track (in addition to acting as a bridge to credit) and the first cohort of 30 students enrolled, with 75% continuing through all 4 courses.
5. Career Skills Institute: 2 new noncredit certificates were created (8 new courses) and during Fall 15 and Spring 16 semesters 1850 students were served and 72 certificates issued.
6. Two studies, one to determine program needs for Adults with Disabilities, and one to determine a gap in Older Adult Training are nearly complete.
7. Student Support Services developed and implemented its college-prep STEP program and served 15 students to promote college attendance in credit programs.

COMMUNITY FORUM

At our Community Forum, the following program representatives engaged in dialogue and feedback:

- Santa Barbara County Library
- United Cerebral Palsy (UCP)
- Tri-Counties Regional Center (TCRC)
- Santa Barbara County Employees' University
- State Department of Rehabilitation (DOR)
- YouthBuild
- Santa Barbara County Workforce Development Board

- SBCC Career Skills Institute
- SBCC Disabled Student Programs & Services (DSPS)
- SBCC Inmate Training Program
- SBCC ESL Program
- SBCC Noncredit ESL and Vocational ESL Programs
- SBCC Short Term Vocational Training Programs

NEW GOALS FOR 16-17

We have agreed as a community of stakeholders to the following goals for 16-17:

1. Our administrative office will focus on data collection, outreach to employers and community partners, and creation of marketing collateral to showcase programs and outcomes to the community
2. Improve functions of Noncredit Students Services to better serve student outcomes of transfer or career success and to operate efficiently
3. Continue a focus on 15-16 funded programs to ensure full and proper expenditure of awards and attainment of milestones
4. Begin a new focus on 16-17 funded programs to ensure a greater focus on growth of programs and attainment of student metric goals
5. Focus on the development of new program areas to include Adults with Disabilities (and perhaps an enhancement of existing community programs for Older Adults who serve K-12 children)
6. Create a mechanism to allow for employer/industry engagement
7. Work toward developing a job placement and internship mechanism to enable collection of these outcomes for year three

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> • Integrating Learning Communities into Adult High School/GED program • Integrating work readiness into ESL • Building bridge courses in noncredit CTE to create a pathway to credit • Career Skills Institute expanding program offerings and digital badging • The new Pre-apprenticeship program added Spanish language assisted modules to help students and borderline English speakers develop beginning construction skills • Faculty attending innovative professional development programs on Learning Communities 	<ul style="list-style-type: none"> • The curriculum development process is slowed down by our institutional and state-wide curriculum process in addition, during the summer faculty are off-contract therefore it is difficult to develop yearly curriculum • New curriculum developed in ESL must have buy-in and approval from our credit ESL partners presenting a challenge coming to a consensus. • In the Career Skills Institute, we have received approval for numerous courses yet have not received approval for the noncredit state certifications therefore we are only receiving non-enhanced funding for the programs. The process is lengthy and arduous.

to inform curriculum development for the high school GED program.

- Both credit and noncredit ESL faculty have come together for the 1st time to participate in curriculum development activities and professional development events.
- In CTE we have created 10 new bridge courses, 8 of which have completed the curriculum approval process.
- The new Career Skills Institute has served 1850 students and issued 105 digital badges (which will represent noncredit Certificates of Completion once approved at the State level).
- The Pre-Apprenticeship program successfully served a piloted cohort of 30 students with a 75% completion rate.
- Our Institutional Assessment Research & Planning (IARP) office proved to be a stellar partner in helping to capture 2015-16 data

- The Pre-Apprenticeship program suffers from the same State certificate approval challenges as the Career Skills Institute.

REGIONAL EFFECTIVENESS

SUCCESSES	CHALLENGES
<ul style="list-style-type: none">• The Career Skills Institute (CSI) launched in Fall 2015, began to address the gap in workplace readiness with the development of certificates consisting of new courses. To remain current with workforce training needs identified in the recent CWIB State Strategic Workforce Development Plan for 2013-2017, the CSI developed new certificates and digital badges to meet the demands of the New World of Work. To date, CSI developed 26 new certifications and 73 new courses for training in Business, Design, and Technology. To date, they have awarded 72 certificates and digital badges. Two technology certificates in business applications and social media, and two certifications for computer applications for 3rd party certificates, both in non-credit and credit-courses, are currently	<ul style="list-style-type: none">• The Consortium continues to attempt to identify the most integrative software mechanism for data collection and accountability across programs. We will wait for the latest release of required data collection points from the State.• Our program leads are working very hard to spend the first round of program funding by December 2016. Spending is on track with the guidance of our AEBG Coordinator, who has been essential in keeping spending consistent and successful.• We are experiencing Credit and Noncredit ESL integration challenges. Three to four years ago the college dismantled its "Continuing Education" programs and infrastructure due to budget cuts. The Noncredit programs were reorganized under

being developed.

- The Consortium commissioned a study under to address the needs of the Adults with Disabilities population in our region and have, so far, pinpointed a new need for programs in the zip code near where the largest of this population resides. We are looking forward to developing a supplemental program for this population at the SBCC Wake Campus conveniently located near the largest number of residents with disabilities. Our plan is to integrate this population into appropriate CTE training programs while providing the necessary support services from our AWD task force partners.
- In ESL, faculty have been developing curriculum modifications in 4 core courses in 12 modules and streamlining content to enhance the core curriculum to include content-based job readiness and content-based instruction leading to employability. There are also vocational pathways streamlined in current VESL healthcare and childcare healthcare programs. An integrative calendar has been developed in the Canvas platform to use in classrooms.
- The Adult High School/GED the program is currently being designed around the Learning Community Concept which includes on-site and off-site learning and experiential learning experiences for students which addresses the need for adult learners. The comprehensive learning community and pathway course curriculum additions include the following courses:
 1. Academic Writing
 2. Applied Economics
 3. American History and Culture
 4. U.S. Government and Civics
 5. English Literature
 6. Film and Media Studies
 7. GED Cohort Class

the corresponding Credit academic department. However, it appears there are continued challenges with the Credit/Noncredit departments embracing each other across many disciplines, but especially so in ESL. Historically, the Noncredit programs have been competitive with Credit. As such, we are currently addressing this challenge with new strategies, to incorporate the Credit and Noncredit voices into curriculum development and strategic planning. We are in the throes of launching a Noncredit Steering Committee whose charge will be to develop an overall Noncredit Strategic Plan, which will incorporate the AEBG construct.

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8. Applied Math
 9. Reading and Writing Skills
 10. Career Choices and Job Skills
 11. Study Skills for Academic Success
 12. Library Modules

- In Career Technology and Health and Human Services, short-term CTE vocational programming has developed a Pre-Apprenticeship Construction Technology pilot program. Courses in the program are bilingual assisted classes. Additional programming in CTE includes augmentation to the Environmental Horticulture program for a course in an advanced Green Gardener class. This is a county developed course aimed at targeting and building a workforce in sustainable landscaping. This course will allow students to seamlessly transition to credit programs. In culinary arts and food service production, there is a new 16-week course which offers immediate culinary skills in entry level food preparation to help students in ServSafe obtain manager’s training certification.

CHANGES IN NEEDS

The Consortium's research into the needs of AWD population confirmed a need to better integrate the population into Adult Educational Programs specifically workforce readiness, career planning and potential transfer to credit. The research further indicated that programs located at SBCC Wake Campus will strategically serve the largest population residing in close proximity.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Carpinteria Unified School District	\$0
2	Santa Barbara Community College District	\$750,000
3	Santa Barbara County Office of Education	\$0

#	Member Name	Total AEBG Funds
Grand Total		\$773,016

The consortium has designated a fiscal agent

55 COLLEGE OF THE CANYONS

PLAN SUMMARY

15/16

Santa Clarita Valley Adult Education Consortium, now branded GATEWAY SCV in 2015/16 as The Gateway to Education and Career Training Opportunities. The two members of the consortium have worked to reorganize their individual entities to be able to fit cohesively as a consortium. This involved outreach/marketing, office staffing, faculty, curriculum development, enrollment and referral strategies, program advisement, programming and scheduling. This work continues to follow our vision: To provide a robust, comprehensive program supporting adult learners in our Community. Our efforts are further aligning.

- Efforts were successful in reaching out to the college community and the Santa Clarita Valley business community to develop their understanding of the important role of "Adult Education". Communicating that our consortium is an available opportunity for transition to higher education and workforce training.
- Efforts were also successful in coordinating and revising scheduling of classes and locations to better cover the community needs.
- Advances have been made in working through budgeting process for the consortium members and hiring process and procedures as well as facility agreements

16/17

The Consortium focus for 16/17 will be in the following areas:

- Hiring of a Santa Clarita Valley (GatewaySCV) AEBG Administrator. Replacement for Golden Oak and College of the Canyons Non Credit Administrators. Continuing with Faculty and staff professional development. Increase Program and Ed plan Advisement
- Expand locations and provide more flexible scheduling options. Increase CTE course development and implementation. Investigate development of an Apprenticeship Program.

LEVELS AND TYPES OF SERVICE

SUCCESSES	CHALLENGES
The Consortium has expanded ESL courses to western corridor in two locations. We have evaluated our assessment and registration process and have streamlined for efficiency and enrollment management. We have added noncredit basic skills math, short-term CTE certificates and expanded outreach across the consortium. The college community is better informed regarding the adult education initiative.	The biggest hurdle is finding sufficient space to expand course offerings, this is especially true for day time offerings. Additionally, we are challenged with implementation of wrap around services, especially guidance and advisement. Coordinating course offering scope and sequence, alignment and services with members that have different rules and regulations has been slow. The need to expand student support services and outreach also became evident in the 15-16

Golden Oak Adult School (GOAS Hart District) has changed high school graduation requirement; increased attendance in ESL courses; developed a plan for increasing academic rigor for GOAS Pleasantview clients (disabled adults); and researched and identified new program offerings related to CTE.

year to increase enrollment and services to students. Facility needs for planned program growth were also a challenge as a new location was identified and needed to be prepped to offer new classes. Reorganization of both members department structures while building the consortium structure has been a challenge.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The Consortium has expanded ESL courses to western corridor in two locations. We have evaluated our assessment and registration process and have streamlined for efficiency and enrollment management. We have added noncredit basic skills math, short-term CTE certificates and expanded outreach across the consortium. Adult education in Santa Clarita Valley is more visible to the community. Labor market analyses were also done to determine the career training needs that would address the needs of adults in the region. Based on this, plans were made to develop new career training programs in the 16-17 year.</p>	<p>The noncredit program has been slow to develop additional courses and programs due to the local and state approval process. It is challenging to find facilities to offer classes during the day and only limited facilities have been identified to offer classes in this region during the evening hours.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Santa Clarita Community College District	\$375,000
2	William S. Hart Union High School District	\$829,170
Grand Total		\$1,227,186

The consortium has chosen direct funding

56 SANTA MONICA

PLAN SUMMARY

The Santa Monica Regional Consortium (SMRC) for Adult Education strives to enhance academic and career pathways for adult learners in the Santa Monica-Malibu region. The SMRC dedicated year 2015-16 to grow academic course offerings and its capacity to implement a full and robust, seamless regional adult education system. The SMRC enhanced and expanded existing adult education programming through the addition of targeted services, increased course offerings, and the development of new SMC noncredit courses. This resulted in the development and enhancement of existing elementary and secondary basic skills services, including high school diploma, high school equivalency, and English as a Second Language/Immigrant education. In addition, SMC faculty, with input from SMMUSD faculty, explored short-term vocational and/or workforce preparation CTE pathways, including curriculum development in integrative health, business, kinesiology, early childhood education, and computer science information systems. Year 2016-17 funds will be allocated to continue development of courses and the implementation (actual instruction) of short-term vocational and/or workforce preparation noncredit CTE courses once approved locally and at the State-level. These courses will be offered to students starting winter and/or spring 2017.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
Year 2015-16 resulted in strong articulation between SMC and the SMMUSD. This committed partnership enabled the SMRC to deepen its understanding of academic and workforce gaps, which resulted in strengthening alignment between the two consortium members. Examples of success include: increased GED test preparation and completion (pass rate) at the SMMUSD/Adult Education Center; and, the planning for and development of short-term vocational and/or workforce preparation noncredit CTE courses in addition to high beginner and low advanced ESL course offerings at SMC.	In year 2015-16, the SMRC recognized the uniqueness of the consortium and its surrounding community. For example, there is a disconnect between industry needs, expectations, and under-resourced adult learners in Santa Monica-Malibu. In essence, the skills of our adult learners are disproportioned with employers' needs.

REGIONAL EFFECTIVENESS

SUCCESES	CHALLENGES
In year 2015-16, the SMRC made a commitment to enhance the knowledge and abilities of SMC and SMMUSD faculty, administrators, and staff by providing opportunities for personal and professional growth in	In year 2015-16, the primary challenges the SMRC encountered were: the need for dedicated, local/interval SMRC-AEBG technical and research support; the disconnect between employers, industry

relationship to the needs of adult learners in the region. Professional development opportunities included: the AEBG Summit, networked and received technical assistance, learned about best practices; CASAS- assessments, bridges to citizenship, English literacy SMRC faculty participated in professional development that included the use of CASAS assessments, reports, bridges to citizenship, English literacy and civic education; TESOL; CCAE; CalPro-PLC Institute; CWA; CASAS Summer Institute, CCCAOE, etc.

expectations and needs in relationship to adult learners, particularly, in a high-SES region; in addition to turnover in temporary and permanent administrative staff at SMC (i.e., new Dean of Noncredit and External Programs/SMRC Co-Chair and a new Interim Program Manager of Adult Education Programs/SMRC Co-Project Director at SMC effective March 2016 and July 2016, and the fear/concern of both consortium members' fiscal offices and administration in recruiting permanent/regular classified staff and management positions funded by the AEBG.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Santa Monica Community College District	\$375,000
2	Santa Monica-Malibu Unified School District	\$679,147
Grand Total		\$1,077,163

The consortium has chosen direct funding

57 SEQUOIAS

PLAN SUMMARY

Sequoias Adult Education Consortium (SAEC) will make progress towards the realization of the vision and goals of the SAEC AB104 Three-year Plan by continuing to implement strategies identified in the Sequoia Adult Education Consortium Regional Comprehensive Plan. The strategies identified in the Regional Comprehensive Plan were designed with input from regional adult educational stakeholders and address needs identified in the Regional Comprehensive Plan to fill regional delivery gaps, support the transition of students, and the acceleration of those transitions. SAEC made progress on strategy implementation during 2015/16 in accordance with its Regional Comprehensive Plan. The Consortium began year one implementation of all identified strategies. In year two, 2016/17, the Consortium will have finished building its Career Pathway Mapping Tool and begin implementation through member student support services, partner support service providers, and the SAEC Regional Integrated Delivery System. The Regional Integrated Delivery System will be fully staffed and begin offering services through its navigators at locations throughout the consortium. Navigators will be co-located at partner agencies. SAEC will continue to align and translate major assessments used by regional members. Curriculum development and pilot implementation will begin in CTE contextualized basic skills courses and non-credit level career development preparation courses. SAEC will continue to offer expanded community college tours in 2016/17. In 2015/16, the need for an additional adult school counselor was identified and the position was filled. This position will continue in 2016/17. The need for an additional English as a Second Language counselor was also identified in 2015/16 and the position has been filled. SAEC will work with local school districts and the county offices of education to create a program to serve adults with disabilities in career readiness. SAEC will continue to expand course offerings in adult basic skills, high school diploma, high school equivalency, courses for recent immigrants, and English as a Second Language. Instruction for recent immigrants in California Driver's License preparation have been embedded in English as a Second Language courses at some member adult schools. Curriculum for this strategy will be shared across adult education programs in 2016/17. SAEC will continue to work with regional members and partners to offer expanded access to computers and internet use for students. SAEC will work with local Workforce Development Boards in 2016/17 to identify opportunities for pre-apprenticeship training. Courses designed to support students in transitioning to higher educational levels will be piloted in 2016/17. Professional development will continue in 2016/17 to support staff at all levels. Professional development activities will include trainings, workshops, regional summits, attendance to professional conferences (both in state and out of state), and through the implementation of Professional Learning Communities. SAEC members will seek opportunities to develop and implement programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. SAEC will continue to engage regional partners in variety of ways to enhance service delivery for all.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
All member districts that currently offer Adult Education services are expanding the number of courses, levels of courses, and frequency of course offerings. Additionally, five Member districts that have	The most difficult challenge faced by members has been the recruitment of qualified instructional staff. The regional pool of qualified applicants is not large enough to support the current expansion goals of SAEC. SAEC

not provided Adult Education services in the past several years will begin offering services through collaborative agreements with neighboring Adult Education programs focused on the seven program areas of AB104. SAEC successfully aligned HSD curriculum across all service providers. The Consortium has successfully engaged staff in professional development and will work with County Office of Education efforts to align professional development opportunities. Successful work has also been completed to build out the SAEC Regional Integrated Delivery System. SAEC began curriculum development in 2015/16 to meet annual plan strategies and this work will continue into 2016/17. SAEC has largely completed the development of the Career Pathways Mapping Tool and plans its full release to staff and the community in Fall 2016. SAEC members and partners have successfully built a practicing culture of collaboration and communication. SAEC's efforts are marked by integrated delivery of services and a focus on leveraging existing resources to address gaps in service provision.

will continue to work with member districts to recruit highly qualified instructional staff. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>There has been no substantive changes in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Annual 2015 Plan in December of 2015 or since the submission of the Regional Comprehensive Plan in March 2015. The Workforce Development Board of Tulare County is a regular participant at the SAEC monthly Board meetings and provides regular input and guidance on programming in the region based on sector analytics. Levels and types of service expansion noted above have target regional economic needs and have been successful as noted above. Members successfully expanded counseling and guidance support services. Member districts will continue to expand student supportive services in a variety of ways, particularly in transitional support services and guidance. SAEC had previously identified child care as a specific need at one adult school, but sees the need for student guidance as</p>	<p>Again, challenges to service delivery are noted above. Additional to finding qualified teacher candidates, consortium members struggled with service delivery implementation due to fund allocation late in the program year. As members move into Program Year 2, (2016/17) they are poised to demonstrate rapid expansion of services. New class offerings of existing courses to relieve wait lists and new class types to fill gaps in service are planned to begin in Fall 2016.</p>

a greater, more immediate need.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Alpaugh Unified School District	\$0
2	Corcoran Joint Unified School District	\$209,366
3	Cutler-Orosi Joint Unified School District	\$221,885
4	Exeter Unified School District	\$0
5	Farmersville Unified School District	\$0
6	Hanford Joint Union High School District	\$668,604
7	Lindsay Unified School District	\$0
8	Sequoias Community College District	\$252,284
9	Tulare Joint Union High School District	\$2,812,811
10	Visalia Unified School District	\$4,906,903
11	Woodlake Unified School District	\$0
Grand Total		\$9,129,557

The consortium has chosen direct funding

58 SHASTA-TEHEMA-TRINITY

PLAN SUMMARY

The Shasta-Tehama-Trinity Adult Education Consortium's vision of identifying areas of strength, expansion and growth within our 15-16 annual plan has been successful and continues within the 16-17 year. 16-17 implementation will reflect 15-16 implementation throughout the three county region. Members have met consistently to successfully continue, strengthen and expand adult education programs needed throughout the region. Annually, the goal of the consortium is to strive to create seamless education and career pathways for adult learners.

In 16-17, members of the consortium approved the addition of two AEBG point of contact representatives in specific outlying areas to offer community outreach and service implementation. These outlying areas in the 15-16 year expressed their struggle of sharing AEBG services within one county span of 3,208 sq. miles, some services taking an hour or more to get to with reliable transportation.

These point of contacts will assist the Burney and Weaverville communities offering AEBG outreach and service implementation while reporting back to the Project Director. These expansions are currently in the works and will be fully functioning within the 16-17 annual plan.

16-17 will expand marketing the consortium's completed Adult-U website to increase services to adult learners within Northern California. The Adult-U website has been designed to create a streamline process for adult learners to have access to all available adult education providers, career assistance and supportive services. Each adult learner will have a customized mapping guide based on the services needed identified in the portal section of the website. The Adult _ U website is being utilized by the target adults 18+ population, to offer services that will link adults to educational and career pathways that result in sustainable living wages for economic success and growth.

As our consortium works through integrated academic programs, partnerships, increased communication and comprehensive joint professional development opportunities for adult learners, we want to provide the most affordable, effective and streamlined experience and outcome for all participating adult learners. Within the 15-16 annual plan the goal was to make regional services accessible throughout the three counties. With continued partnership, the resources will continue to grow on the website. The Adult _ U website is a perfect representation within our consortium of leveraging resources and funds.

In 15-16, short term CTE programs with room for growth and expansion were identified according to regional discussion and need. In 16-17, task-force groups for Re-Entry, CTE and Adults with Disabilities are strategically planning and creating ways to maximize adult education services within the AEBG special programs. Consortium members will focus on curriculum alignment and development to existing CTE programs determined by labor market growth and employer needs. Task-force groups are working to develop stronger educational pathways through fully integrated career certificate programs, local employment needs and non-credit programs. Re-entry and CTE task-forces hope to integrate the consortium adaptation of the National Workforce Readiness Credential as well as other needed skills within the workforce that are covered in the 21st Century Skills curriculum.

Within the Adults with Disabilities task-force, low statistics of underutilized services for adults with disabilities were identified. The task-force has added an interpreter to help with expansion and program creation for adults

with disabilities within the region. The goal within the 16-17 annual plan is to bridge the gap between adults with disabilities in our region and connecting them with unknown services. The consortium goal is to offer all AEBG services equitably with accommodations if needed in all AEBG categories to adults with various seen or unseen disabilities.

LEVELS AND TYPES OF SERVICE

SUCCESES	CHALLENGES
<p>The Shasta-Tehama-Trinity Adult Education Consortium has had much success in the 15-16 year as a whole. Success began as gaps were identified and then filled. AEBG funding was primarily used for adult basic education which over time will hopefully level out to decrease the percentage of individuals without basic education completion</p> <ul style="list-style-type: none"> • All organizations that were encouraged to join as members have diligently participated in various meetings to discuss, plan and implement AEBG goals. • A Project Coordinator and Project Assistant has been hired to manage AEBG for the consortium • A website company was hired to design and cultivate an adult education website (Adult _ U) based on the needs of the region. The purpose is to streamline services in one or all categories (Supportive Services, Education, and Career) for adult learners. The website is also used for consortium members to check public meeting agenda items, presentations and minutes. As adult education services grow in Northern California, the website will continue to form to the needs of the region. • The consortium strengthened partnerships with existing providers to expand and create needed services. Regionally, effective models were shared (common Adult Ed. diploma) to provide the same GED completion requirements. • Shared staff between sites is happening to extend services to adults not eligible for other programs funded outside of AEBG. Transportation help has been provided for adult learners to access already 	<p>Some of the biggest challenges were identified within task-force meetings for CTE and Re-entry. Special categories have grown but in smaller ways and are in the process of measurable success.</p> <ul style="list-style-type: none"> • Multiple attempts were made to leverage resources, services and expenditure proposals to provide immediate, long-term and sustainable regional goals for existing CTE courses. Current programs are in the works of expanding throughout the region to meet labor market and industry needs. • Re-entry will overlap in many CTE areas. Our consortium has identified that within the Shasta-Tehama-Trinity region, employers have expressed concerns with hiring or retaining employees due to lack of soft skills. The re-entry task-force has proposed a regional push and buy in from employers to offer AEBG services with the National Work Readiness Credential. The challenge is building strong buy in from employers to believe in what our consortium is doing with AEBG goals. • Outlying areas in the 15-16 year expressed challenges of sharing AEBG services within the county span of 3,208 sq. miles, some services taking over an hour to get to. In addition site visits were made to the outlying areas and some of the challenges identified were: lack of transportation, adult enrollment in ABE programs and adult participation for those who serve children (parents, guardians, etc.), starting GED testing sites, however, this is in the works, it just takes time to go through the approval process. The Trinity County Office of Education will be the testing site.

flourishing programs they could not previously get to.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The Shasta-Tehama-Trinity Adult Education Consortium was able to expand training and educational services for adult learners within the region in many ways. All consortium members along with sub-contracting service providers were able to provide additional services than the prior year with AEBG funds. Gaps within core adult education programs within the AEBG were identified at the beginning of 15-16. A strong focus of the 15-16 year was to build capacity in adult educational services. Towards the middle of the year, consortium members were able to either create sustainable plans to expand direct service to adult learners through satellite services. Adult education services were expanded by adding evening GED prep classes added with the hopes of increasing the GED passing rate throughout the region. GED prep and basic skills training was updated to increase retention. Adult learners with language barriers seeking basic education completion were offered additional ESL/Citizenship offerings to reduce the waiting list of future classes. ESL and citizenship discussions, concerns and ideas continue to be discussed as a focus for the next year because of the high percentage of adult learners unable to complete basic education.</p>	<p>The Shasta-Tehama-Trinity Adult Education Consortium has identified some of the weaknesses of the region.</p> <p>Unfortunately, adult learners are more inclined to relocate because educational and training opportunities are not offered within the region or because more career pathway opportunities exist. Our consortium is tackling these challenges and currently overcoming them by working towards connecting available CTE and re-entry resources to expand industry and employer needs. Leveraging resources and connecting career pathways that are sustainable is a goal the consortium seeks to maintain for future years. Employer needs and adult learner needs are being identified to better serve both learner and business owner.</p> <p>Another challenge is creating a regional cross-walk assessment tool for adult learners and providers. The consortium is in the progress of creating a task-force group that will focus on hiring a consultant to gather all current assessments being used within the region and provide training to academic advisers, counselors and service providers on how to better understand the results presented. The goal is to determine a regional cross-walk guide to provide a simplified way to guide and place adult learners in the right courses all while decreasing the amount of assessments adult learners take.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Anderson Union High School District	\$78,708

#	Member Name	Total AEBG Funds
2	Corning Union High School District	\$44,500
3	Gateway Unified School District	\$16,000
4	Los Molinos Unified School District	\$16,000
5	Mountain Valley Unified School District	\$35,503
6	Red Bluff Joint Union High School District	\$39,665
7	Shasta County Office of Education	\$6,780
8	Shasta Union High School District	\$125,783
9	Shasta-Tehama-Trinity Joint Community College District	\$544,885
10	Southern Trinity Joint Unified School District	\$40,014
11	Tehama County Office of Education	\$24,500
12	Trinity Alps Unified School District	\$44,000
13	Trinity County Office of Education	\$19,000
Grand Total		\$1,060,696

The consortium has designated a fiscal agent

59 SIERRA JOINT

PLAN SUMMARY

The vision for the five-member Sierra Joint Consortium is to provide comprehensive adult education, job training, and student support services to a large region that is culturally and geographically diverse. During the 15-16 year significant progress was made toward that vision, notwithstanding changes instituted by the trailer bill and delayed information about funding levels. The coming year promises to be even more productive now that members have a framework for collaborating, funding is stabilized for the short-term, and reporting requirements and objectives are clear.

Tahoe Truckee Unified School District joined the consortium this year and began offering programs and services in February 2016. By the end of the year 75 adults had graduated from an adults training for academic success program. In the coming year the program at Tahoe Truckee will double in size with classes and workshops offered both fall and spring, the addition of GED testing services, and expanded regional and industry-specific CTE workshops.

The ESL workgroup successfully aligned learning outcomes and curriculum content in the adult schools and created a bridge course for students transitioning to college. Beginning this fall, the bridge course will be offered as an adult ed class at the college campus. This year the ESL workgroup will focus on outreach, recruiting, and doing a cross-walk of assessment/placement instruments.

A steering subcommittee established the Professional Development Foundations Academy to provide on-going, faculty-driven, professional development. The first workshop, open to all member and partner faculty and staff, will focus on incorporating employability skills into existing curriculum.

In addition to overall program expansion, other notable achievements during the year included development of a web-site with class listings of all member institutions and links to partner agencies, participation in the Nevada County Economic Resource Council job survey, partnering with Golden Sierra Job Training Agency to co-locate services, establishing a Counseling and Student Support workgroup, and drafting a policies document to accompany governing by-laws.

GOALS FOR THE COMING YEAR INCLUDE:

1. adding classes and workshops
2. aligning basic skills learning outcomes and curriculum for GED math and English
3. offering GED prep classes in Spanish
4. establishing a career center in Auburn
5. completing the CTE employability skills certificate
6. partnering with the Connected Communities Academy for digital and high tech jobs training
7. creating a closer connection to the college through the counseling and student support workgroup
8. offering professional development workshops in contextualized learning, acceleration in context, and technology access and use
9. refining business rules for data collection
10. developing expansion processes and procedures

- 11. completing the consortium website
- 12. strengthening outreach

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> • Tahoe/Truckee Joint Unified School District joined the consortium as a member and in Spring 2016 began offering GED testing, CTE workshops, and a program for adults training to support child school success. • Placer School for Adults tripled the Business Office Professional program offerings, doubled the size of the Clinical Medical Assistant program, and increased offerings in the Inmate Education Program. Placer also increased academic advising and hired a business engagement specialist to help place students into jobs. • ESL classes and GED prep and testing offerings have been increased at all adult ed schools in the region. • A Counseling/Student Support Workgroup was established to identify and address the needs of counselors and those who advise and direct students. 	<ul style="list-style-type: none"> • Receiving funding late in the year made it difficult to expand programs in a timely fashion. • Learning to collaborate on program development; determining which member should offer what, where, when and what notifications are necessary. • The internal process and formula for allocation of funds has created a situation where some members have not been able to expend all of their allocation, while others do not have enough to expand offerings to meet community need. • Getting members to formally and fully adopt ESL curriculum such that course content and learning outcomes are consistent across the consortium.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> • Tahoe Truckee developed industry specific CTE Workshops using results from community surveys. • Sierra College and Nevada Union High School District participated in the Nevada County Economic Resource Council which identified the regional need for digital and information technology workers. • Placer School for Adults, working closely with Golden Sierra Job Training Agency to fill a void creating by the re-structuring of their programs, is 	<ul style="list-style-type: none"> • Finding credentialed CTE instructors. Highly qualified individuals are available to teach, but the nature of part-time status is a disincentive to spending personal resources for credentials, especially when they can already teach at the community college without a credential for more money. • Rebuilding the Nevada Union Adult Education program. • Developing strong workgroups with stable

establishing a new career center in Auburn.

- Roseville Adult School surveyed ESL students and results informed the curriculum alignment project.
- Roseville Adult School made contact Rocklin and Western Placer school districts to determine what ESL programs and classes are needed in those communities.
- The ESL workgroup developed a bridge class for students migrating from the adult ed program to college.
- Nevada Union High School District, whose adult ed program was slated for discontinuance until July of 2015, began to rebuild programs and is actively engaged in community needs assessment.
- The consortium analyzed needs data on a zip code basis to more accurately determine where and what classes and programs should be offered.

leadership and engaging them in meaningful work that produces results.

ADOPTING AND IMPLEMENTING A REGIONAL CURRICULUM POLICY.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Nevada Joint Union High School District	\$295,506
2	Placer Union High School District	\$1,693,493
3	Roseville Joint Union High School District	\$1,065,939
4	Sierra Joint Community College District	\$30,534
5	Tahoe Truckee Unified School District	\$66,200
Grand Total		\$3,186,735

The consortium has designated a fiscal agent

60 SOLANO

PLAN SUMMARY

The vision of the Solano Consortium for the 2016-17 school year is to work collaboratively with a countywide emphasis in order to maximize student success. We desire to provide a quality program in order to prepare adults for career and college.

THE SOLANO CONSORTIUMS ACCOMPLISHMENTS DURING 2015-16 INCLUDE THE FOLLOWING:

- expanded ELA(ESL) instruction in Solano County
- increase in diploma program graduates
- provided training for a Work Ready Certification course that will be taught in 2016-17
- developed relationship with county entities (County Board of Supervisors, WIB Board and SCC)
- Fairfield and Vallejo provided a counselor for students
- WIB services in Fairfield and Vallejo
- Food bank services in Vallejo
- SNAP enrollment in Vallejo
- childcare for some courses at our adult schools
- career fair implementation and participation

CTE offerings Fairfield (welding and home health care aide, course development for tax preparation and child care business), Special Ed supports for adults with disabilities (Fairfield and Vacaville), and supports for adults to successfully support/tutor children.

In 2016-17 the consortium will continue to expand offerings through each district with a focus on developing a countywide training that will meet the needs of adult learners as well as a community need for training.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>The consortium has expanded services by providing adult learning opportunities in the city of Dixon, additional levels of learning opportunities (ESL, diploma courses), and expanded educational opportunities to adult parents of K-12 children (Benicia and Vallejo).</p>	<p>The following is a description of the key challenges the consortium encountered during the 2015-16 school year.</p> <ol style="list-style-type: none"> 1. A lack of qualified applicants for a program manager position. The consortium is continuing to open this position. 2. Moving away from individual district silos into a cohesive countywide program. 3. Lack of qualified instructors for our adult ed

programs.

4. Difficulties in understanding the financial procedures and the receiving of resources by districts.

5. Being able to coordinate the activities of the various county service providers.

6. Time management due to the full plates of the administration representing the various districts.

REGIONAL EFFECTIVENESS

SUCCESSES

The consortium's increased use of technology (Chromebooks, laptops, software throughout all programs) throughout all districts. There will be a continued emphasis on the use of technology throughout the next school year.

CHALLENGES

The following is a description of the key challenges the consortium encountered during the 2015-16 school year.

1. A lack of qualified applicants for a program manager position. The consortium is continuing to open this position.

2. Moving away from individual district silos into a cohesive countywide program.

3. Lack of qualified instructors for our adult ed programs.

4. Difficulties in understanding the financial procedures and the receiving of resources by districts.

5. Being able to coordinate the activities of the various county service providers.

6. Time management due to the full plates of administrators representing the various districts.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Benicia Unified School District	\$16,373
2	Dixon Unified School District	\$0
3	Fairfield-Suisun Unified School District	\$954,873

#	Member Name	Total AEBG Funds
4	Solano County Community College District	\$1,269,623
5	Solano County Office of Education	\$0
6	Travis Unified School District	\$0
7	Vacaville Unified School District	\$106,787
8	Vallejo City Unified School District	\$1,347,594
Grand Total		\$3,734,212

The consortium has chosen direct funding

61 SONOMA

PLAN SUMMARY

The Sonoma County Adult Education Consortium strives to provide a regional approach to service provision. We are proud to have established a seamless catalog of courses and programs that allow students to engage in education in their local communities. With six member agencies in the Consortium, only three provide services within the County. This makes it easier to collaborate on curriculum development and support services. The Oversight Committee for the Consortium meets every other month.

In the first year of the Adult Education Block Grant the SCAEC designed and implemented several short-term career skill training programs, many of which had industry certification imbedded. The unique feature of these new IBEST modeled programs is that they are designed for beginning language level learners. Most other VESL and CTE programs are designed for high intermediate level English language attainment. Three different models were used in the pilot phase to determine which would best serve the students' learning needs. Each of the courses was located in a different area of the county using an industry expert for the CTE skill development area, who was partnered with an ESL expert for English development and academic support. All three agencies, Petaluma Adult School, Santa Rosa Junior College, and the Sonoma County Office of Education, were involved in providing instructional and support services. In addition, SRJC implemented a basic skills program with English and math courses in the two Sonoma County Detention Facilities.

The development and implementation of the new courses and programs was made possible by several professional development workshops held in the spring 2016 semester. Instructors, administrators, support providers and community partners were trained in integrated curriculum development and delivery, as well as meeting the workforce development requirements of WIOA in college skills, ESL and career training lessons.

For the second year of the grant, the SCAEC plans to open two Regional Learning Centers in Sonoma Valley and Windsor. Located on main transportation corridors, the RLC's will house Outreach Specialists and other support personnel to better serve adult students in their communities. The RLC's will feature several classrooms, a private office for Outreach Specialists to meet with students, computer kiosks, and a reception area to welcome the public. Within these centers, we plan to expand ABE/ASE high school diploma and equivalency preparation programs, as well as integrated career skill training programs. We have expanded CTE offerings from three in spring 2016 to six in fall 2016. The incarcerated education program will expand offerings this fall with a preparation for college/study skills course. We plan to expand offerings further in the spring with CTE and workforce preparation courses.

Another focus of the SCAEC in the second year of the grant will be to provide rich professional development opportunities for instructors and administrators in serving at-risk populations, curriculum development, team teaching, scaffolding lessons and assessments for accessibility, and leveraging industry/community based partnerships.

Finally, with a new logo and regional identity, the SCAEC plans a comprehensive bilingual outreach campaign to apprise the public of new program offerings.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>The SCAEC had success in developing integrated CTE courses and expanding adult education service sites. We selected the CTE areas based on industry growth, job openings, and student interest, as well as connection to credit certificate and degree programs at the community college. They were also program areas that were not currently being served through the Petaluma Adult School career skill development courses.</p> <p>Two of the three new integrated CTE programs included industry certifications. The green landscaping course included OSHA 10 and forklift operation certification, while the hospitality course included Sonoma County Tourism Ambassador Certification and Food Handlers Permit. The third course, Small Business Development, had participants create a business and marketing plan to present to local banks for funding.</p> <p>All three programs focused on new immigrants with emergent English language skills. Since this was a pilot program, instructors did a great job of making adjustments to classroom activities and assessment structures to better meet the lower English literacy levels. Instructor partners met to align English development units with CTE lessons focusing on industry terminology and communication in the industry setting.</p>	<p>During the planning process, we experienced some difficulty both in finding college instructors to develop new non-credit CTE curriculum and having enough adjunct ESL instructors to partner in this new endeavor. Historically, SRJC non-credit programs have been in ESL and GED preparation. Challenging and changing the status quo to not only expand non-credit offerings, but shift the focus of VESL from high intermediate to beginning level English was difficult. In addition, the lack of understanding about how adult education/developmental programs support student transition to and success in certificate and degree programs, hindered buy-in from deans and instructors to participate in the development of new programs.</p> <p>Fortunately, we had set up our system to function in a regional fashion, so that any of the member service providers could offer the classes. We were able to utilize the County Office of Education to hire the CTE instructors and in some cases link an ESL instructor from the Petaluma Adult School with the CTE course. All of the member agency leads and staff members met to discuss strategies about the curriculum delivery.</p> <p>Another challenge was shifting class schedules from instructor centered to student centered. We had to cancel a culinary class because it did not get enough students. The class was scheduled on instructor availability and not what was best for the students who wanted to participate in the class.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The population that has the least access to training and educational services within Sonoma County is immigrants with little or no English literacy skills. To address workforce needs for entry level jobs and to upskill minimum wage earners, the SCAEC developed career skill training courses in key employment areas</p>	<p>Because funding came late in the fiscal year, consortium partners had little lead time to develop and implement new curriculum during the first year of the grant. Teachers were recruited, professional development was provided, curriculum was developed, and programs were implemented all within a six-month period of</p>

that were combined with beginning ESL, which was contextualized to the industry area. Courses were offered in a bilingual format bringing new students into adult education that had not previously been enrolled in stand-alone ESL classes.

Each course had an associated industry certification or similar test of skill attainment relative to the industry area. Courses were offered in Xeriscape, Hospitality and Small Business Development. The Xeriscape course provided industry certification, which was delivered in Spanish, in OSHA 10 and forklift operation. The Hospitality course provided participants with food handlers permit and Sonoma County Tourism Ambassador certification. And, finally, in the Small Business Development course, students created a business and marketing plan to be delivered to a local credit union for a small business loan. In addition, each course was located in a different part of the county to provide greater access for new students.

time. The learning curve was uncomfortably fast at times, but staff members agreed during our post-session debrief that it was essential to launch the pilot courses and make necessary changes in the second series of courses.

Offering the new classes required the participation of all of the service providing members of the Consortium, who each brought expertise to the table to ensure the new classes would be a success. One of the biggest challenges we overcame during the process was addressing the needs of low-literacy students while acclimating teachers to the adult education environment. For example: one of the new teachers was a tenured credit instructor at the college who was used to lecture based instruction with high-literacy level students. We needed to deconstruct lessons to provide scaffolding for access to course concepts and key industry terminology. The final assessment became a verbal and visual presentation of knowledge rather than a written test.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Petaluma Joint Union High School District	\$1,270,486
2	Santa Rosa City Schools	\$5,000
3	Sonoma County Community College District	\$879,949
4	Sonoma County Office of Education	\$200,000
5	Sonoma Valley Unified School District	\$5,000
6	Windsor Unified School District	\$0
Grand Total		\$2,409,227

The consortium has chosen direct funding

62 SOUTH ORANGE

PLAN SUMMARY

The South Orange County Regional Consortium (SOCRC)'s vision is to bring the best adult education life-long learning opportunities to the adult learning population of Orange County, California.

ACCOMPLISHMENTS:

During the first year, the SOCRC has accomplished this goal in three ways.

1. First, by expanding our existing programs at Tustin Adult School (Tustin Unified School District-TUSD), Irvine Adult School (Irvine Unified School District-IUSD), Saddleback Adult Education Mission Viejo (SVUSD) and Saddleback Adult Education San Juan Capistrano (CUSD).
2. Second, by establishing new programs at Laguna Beach Unified Adult School at the Laguna Beach Unified School District (LBUSD) and Saddleback Adult Education MV and SJC.
3. Third, by welcoming the Orange County Department of Education and South County JPA's as SOCRC Partners.

The SOCRC Adult Education programs have established a strong presence in the region by advertising courses on the partners' websites, going out to local employers to offer classes on work sites, and developing new curriculum for English Language Learners (ELLs). All sites have made the successful transition of programs, faculty, staff and students. Irvine Valley College has initiated a noncredit Adult English as a second language program, with nearly 20 sections; continues to grow. The transition to life and experience program (TILE) serving adults with learning disabilities; and had added courses focused on career, technical education, leading to employment eg. (Code Enforcement). HiSet testing centers have been established at some of the sites. Certain physical locations such as CUSD have reconfigured to serve adult students better, adding more classroom space. Tutoring centers have been established at multiple sites. A partnership has been created with Orange County's College and Career Preparatory Academy to offer a High School Diploma Programs. Partnerships with community-based organizations such as the Goodwill have been implemented to offer career development opportunities for adults up to age 24.

PRIMARY GOALS FOR YEAR 2:

Now that the SOCRC has been up and running for a year, we are firmly positioned to pursue our year 2 program goals. A new Adult Education Coordinator and Project Director are going to be hired in the SOCRC for the next program year. This will ease operations and streamline data collection efforts. An external statistical and compliance officer has been hired to work directly with SOCRC staff, to ensure the data collection is being done efficiently. This individual will work to ensure that other data collection systems such as CASAS will be integrated in year two at the SOCRC sites. New collaterals such as a universal student hand book and faculty handbook will be created this year to be used by all SOCRC partners. In the South part of the region, previous adult education programs from Saddleback Valley Unified School District(SVUSD) and Capistrano Unified School District (CUSD) have successfully transitioned to Saddleback College as the overseeing entity. The CUSD Adult School Office has relocated the San Juan Capistrano Adult Education Site. This change provided a net gain of three instructional spaces that will be maximized in year 2 of the program. We are developing new curriculum for adult transfer students who begin their community college degrees as English as a Second Language (ESL) students. In year 2,

more contract education will be designed to serve this learning population on the Irvine Valley College and Saddleback College campuses.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>In the South Orange County Regional Consortium, we have steadily built our adult education enrollment and surpassed our initial education registration goals during Year 1. Irvine Adult School and Tustin Adult School have significantly increased their current student course offerings within the last year, growing them at an average of 15%. Saddleback Valley Unified School District and Capistrano Unified School District have successfully transitioned their Adult Education programs to Saddleback College. Both the North and South County regions of the SOCRC have converted and multi-purposed physical space at high school and adult school sites to facilitate the increased number of course sections and times available to the AEBG population. Within the region, most classes are filled to capacity and some are wait-listed for enrollment. In summer of 2016, Laguna Beach Unified School District launched its first Adult Education course and program. All of the participants enrolled in this program were retained, persisted and completed for the first cohort of ten students. This program will occur again this fall, with anticipated double enrollment based on word of mouth from satisfied participants.</p>	<p>Classroom space is always a challenge in the Orange County region of Southern California. Sites are typically used by multiple groups for various reasons. The leadership of the SOCRC has made the use of classrooms for AEBG students a priority. In the South County region, Saddleback College has partnered with Capistrano Unified School District, Saddleback Valley Unified School District to maximize all space available to these students. Instructional spaces have been reconfigured, existing classrooms have been multi-purposed, and even offices have been relocated to allow for more students. Ongoing efforts continue in this area. For both the North and South County regions, data collection has been challenging. Some sites have used CASAS while others use various data collection software. In order to get more parity for the data, an external consultant has been remedied to work with staff on reporting parameters. During the first round of data collection, some Excel forms provided by the State failed to open and were password protected, making reporting difficult for the sites. Feedback is being provided on these instruments in order to avoid this challenge next year.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>Many hospitality employers in Southern California and the Orange County region (such as hotels and restaurants) have employees who have expressed an interest in taking adult education classes. In order to reach this at-risk population, staff from the SOCRC adult schools have delivered programs at employer sites rather than expecting full-time workers to attend at their districts. In one case, a part-time administrative assistant who works part-time as a waitress at a local</p>	<p>In an effort to provide the most accurate data possible for the SOCRC, it has become apparent that the various organizations within it collect data in different ways. Some sites have traditionally collected data manually when students register. Others use such software as CASAS, TOPs and ASAP. It has been a challenge to convert this data into common metrics for reporting purposes to the State. In response to this challenge, the CASAS training was made available and most sites are</p>

Mexican restaurant noticed many worker wanting to learn English. As a result, she worked with the Site Adult Education Director and created an English as a Second Language course at her restaurant during the early morning hours, with the instructor coming to the site to teach English. Recently, a need was identified to offer region-wide Professional Development. In the summer of 2016, SOCRC sponsored a CASAS training for representatives of each partner organization. There will be at least two additional follow up days to build on this CASAS professional development training. The SOCRC will plan additional region-wide professional development opportunities for faculty, staff and students.

now adopting it for data collection. An external consultant is also working to ensure that data in-service trainings are being provided that meet Chancellor's Office needs.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Capistrano Unified School District	\$1,039,691
2	Coastline ROP	\$0
3	Irvine Unified School District	\$300,000
4	Laguna Beach Unified School District	\$91,735
5	Orange County Department of Education	\$0
6	Saddleback Valley Unified School District	\$861,712
7	South Coast Regional Occupational Program	\$0
8	South Orange County Community College District	\$1,397,410
9	Tustin Unified School District	\$822,723
Grand Total		\$4,579,171

The consortium has designated a fiscal agent

63 SOUTH BAY (SOUTHWESTERN)

PLAN SUMMARY

In the second year of the AEBG, the South Bay/Southwestern Consortium will continue to focus on building regional capacity in the adult education system. Consortium work groups will complete the educational Roadmaps/pathway maps for every program pathway between adult education and college programs (started in Year 1); crosswalk current assessment processes and share assessment interpretation; and complete the identification of the student learning outcomes expected at the start and end of the ABE, CTE and ESL program.

Consortium members will continue to offer new course sections in ABE, ESL and CTE adult education programs at SUHSD/CUSD and provide student support functions and services for new students enrolled. The Consortium will complete its three-year outreach plan and develop a user-friendly AEBG website. The Consortium will complete a curriculum and student services plan for Basic Skills Academy at SWC, add counselor time to provide guidance and educational planning services to adult learners, and purchase assessments as needed. The Consortium also will identify shared professional development needs and offer collaborative seminars and workshops.

Consortium work groups will develop new or enhanced curriculum in several areas, including ABE, ESL, and CTE specifically for adults with disabilities; workforce readiness; and how to tutor and support elementary and secondary school students. Work groups also will develop recommendations for new CTE programs; determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County; review existing contextualized learning models; and develop a plan to support more learning cohorts of students.

The Consortium will continue to address gaps in Member information systems in Year 2 by implementing an Adult Education/noncredit identifier in the SWC application for use in tracking students.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>There has been no change in the Consortium's evaluation of current levels and types of adult education programs within its region. However, Sweetwater Union High School District was able during Year 1 to add new courses in ESL, ABE, ASE, CTE, and workforce entry/reentry. New courses added include ESL, Citizenship, Electronic Health Records, Culinary Arts-Savory, Construction Math, Welder, High School Subjects, Customer Service, Computer Fundamentals, Living Online, Key Applications, Intro to Pharmacy Technician, Landscaping-Low Water Design and Maintenance, Culinary Arts-Breads, Pastries, and Desserts, Culinary Arts-Dessert Presentations, Cakes and Icings, Culinary Arts-Cake Designs and Chocolate Techniques, Culinary Arts-Extreme Cakes, and ABE</p>	<p>SUHSD is committed to exploring funding options to address the future challenges of budget constraints. As the largest provider of adult education services in the Consortium, a static budget presents a significant challenge to expanding adult education opportunities in the region. It is the goal of SUHSD that the Division of Adult Education become a self-sustaining program, and not require supplemental funding from the general fund to cover rising operating costs. However, faced with continued increases in operating costs (such as increases in salaries, fringe benefits, health insurance costs, increases in utility costs, etc.) it is clear that the SUHSD allocation of AEBG funds will have to be dedicated to covering more of these increasing costs. While the full extent of this impact on the budget is yet</p>

Multilevel. In addition to adding a new CTE program in Jewelry Design, CUSD has been working to align its ESL curriculum with SUHSD to better meet the needs of ESL students transitioning within the consortium.

to be specified, it is inevitable that cuts will have to be made.

REGIONAL EFFECTIVENESS

SUCCESSSES

SUHSD has provided ongoing courses in ESL, CTE, ABE, ASC, workforce entry/reentry, and pre-apprenticeship as identified in the three-year plan. CUSD offered courses in ESL, and in a new jewelry design course that is funded through Maintenance of Effort funding. SWC has provided ongoing courses in basic skills, CTE and ESL.

SUHSD has offered 33 new classes in ESL, ABE, ASC, CTE, workforce entry/reentry for spring 2016. A total of 24 new classes in ESL, ABE, ASC, and CTE was offered in summer 2016 (which took place in June). SUHSD was able to offer summer school to adults for the first time since 2008.

A total of six workgroups have been formed to align and improve training and educational services: reading/writing basic skills; math basic skills; CTE; ESL; student support services; and assessment. The student support services workgroup is developing a student educational plan for use at SUHSD and CUSD that will be similar to the noncredit student educational plan that SWC uses. The workgroup also developed a PowerPoint presentation about the services that are available to adult education students, with an invitation to see counselors for more in-depth advising. This has never been done before at SUHSD.

CHALLENGES

The top challenge in Year 1 was obtaining approval of a Memorandum of Understanding between the fiscal agent (SWC) and SUHSD and CUSD by their respective Boards 2016. After review by the Advisory Committee and at a joint meeting of the Chief Financial Officers of the three members in April, the MOUs were reviewed at the SWC/SUHSD Joint Board meeting on April 26, 2016 as the first reading. They were then scheduled for the respective Governing Board approvals in late April to Mid-May. However, the MOUs were pulled from the Board agendas due to insufficient review by SUHSD legal counsel. This review was completed at the end of May 2016, and the MOUs were sent to the Governing Boards in June 2016. As Fiscal Agent SWC could not release funding to SUHSD and Coronado until the MOUs had been signed. This has delayed the start of many project activities.

A second challenge was getting enough representatives from SWC to be able to attend advisory committee meetings regularly, in part due to time conflicts. Meeting times have been changed and SWC is considering adding representatives so they have more faculty participation at meetings.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Coronado Unified School District	\$218,660
2	Southwestern Community College District	\$626,760

#	Member Name	Total AEBG Funds
3	Sweetwater Union High School District	\$12,824,882
Grand Total		\$13,728,935

The consortium has designated a fiscal agent

64 STATE CENTER

PLAN SUMMARY

State Center Adult Education Consortium (SCAEC) will make progress towards the realization of the vision and goals of the SCAEC Three-year Plan and continue to implement identified strategies. The strategies identified in the Three-Year Plan were designed with input from SCAEC Members and Stakeholders and address the varied needs identified to fill regional delivery gaps, support the transition of students, and accelerate transitions for learners across the diverse service area of the State Center Adult Education Consortium.

The Consortium hired a Coordinator to help facilitate implementation of the Annual Plan. The Coordinator works with each individual Member and Partner, facilitates Program Area Sub-Committee meetings, and maintains regular communication with all Members to ensure alignment to the Annual Plan goals. An additional full-time Counselor will be hired at the start of the 2016-17 school year to assist in the transition of students from adult education to community college and short-term CTE programs. In addition, the Counselor will create a survival guide which helps to guide students through the academic process and pathway. SCAEC will contract with external expertise to help guide implementation of the Annual Plan.

SCAEC will increase course offerings among Members districts to align to the ongoing review of local and regional needs. SCAEC is exploring curriculum and assessment options to ensure consistent outcomes in all program areas across the region. The Consortium recognizes that as students transition between Adult Education programs, their academic learning should not suffer as a result of varied curriculum and assessments. SCAEC continues to develop an assessment and placement crosswalk document that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements. In addition, regular meetings between adult schools and community colleges are being held via the Sub-Committees in order to foster greater collaboration. SCAEC is currently exploring data systems that would track and/or aggregate data, assessment, and information of adult school students through Community College and into the workforce.

Program Area Specialists are currently being hired for each program area and will facilitate collaboration and sequencing across educational institutions and assist in the alignment of educational pathways to create a clear roadmap for students. The Program Area Specialists will also work with outreach departments to ensure that student educational plans are generated accurately and effectively to assist students in defining their long term goals. The Program Area Specialists work closely with the Consortium Coordinator and report to the Executive Director.

Discussions are being held with non-participating districts to engage them in the AEBG initiative and to determine if there is interest to participate. Districts would be paired with active Members' programs during the initial year of program implementation, should these districts chose to participate. Non-participating districts include:

- Washington Union
- Kerman USD
- Fowler USD
- Kingsburg USD
- Parlier USD

As SCAEC expands services and hires additional staff, alternative office space and location options will be explored for possible relocation.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>All member districts that currently offer Adult Education services are expanding the levels, frequency and number of course offerings. SCAEC Members and Partners have successfully built a practicing culture of collaboration and communication. This includes planning with Members and Partners as well as working closely with other Consortia. Members maintained enrollment capacity for short-term vocational training, job placement and increased pay-point WIOA benchmarks. SCCCDC has created a new pre-apprenticeship program for the Laborers Union, in partnership with Community organizations and adult schools.</p> <p>The Consortium saw great success in offering increased high school diploma programs. Programs were restructured to provide adult learners with more consistent class time. This change allowed students to be able to really focus on learning and earning their credits towards their high school diplomas. ESL programs were also restructured and this contributed to some very positive results as students achieved more consistent gains in their levels.</p> <p>Lastly, SCAEC is working with non-participating districts that have not provided Adult Education services in the past several years to begin the discussions of offering services through collaborative agreements with neighboring Adult Education programs focused on the seven program areas of AEBG.</p>	<p>One of the most difficult challenges faced by SCAEC Members has been the recruitment of qualified instructional staff. The regional pool of qualified applicants is not large enough to support the current expansion goals of SCAEC. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return. SCAEC Members also suffered from not receiving AEBG funding until January 2016. Maintenance of Effort and Consortium funds still remain below levels prior to flex funding. Utilizing new student data tracking programs created a challenge for staff and the ability to maintain accurate record keeping. Learning how to implement the College and Career Readiness Standards is an ongoing challenge.</p>

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>There have been no substantive changes in the local/regional economy or data provided by the partner Workforce Development Board since submission of the</p>	<p>In addition to finding qualified teacher candidates, Consortium members struggled with service delivery implementation due to fund allocation late in the</p>

2015 Annual Plan or since the submission of the Three-Year Comprehensive Plan.

Members of SCAEC have realized an increase of students taking and passing the HiSET exam, with some Members showing a doubling of pass rates. OTAN, CALPRO trainings and Summer PD were attended by a majority of teachers, which helped to shed light and clarity on future needs. Members' staff participated and attended workshops and conferences hosted by various SCAEC members, CASAS, and CCAE. Administrative, clerical and teaching staff were provided with multiple training opportunities in areas that greatly impacted both their success and the success of adult learners. Many of the trainings were hosted at school sites, while others where at off-site workshops or conferences. Program Area Sub-Committees met regularly to plan and develop ongoing support systems for the Consortium members.

The Transition to Fresno City College workshop series which provides orientations, counseling, fiscal support, entry exams and tours, and has become a staple series each fall and spring. All workshops are held at Fresno Adult School and include students from CTE, ESL and ASE.

program year. Member districts often feel that AEBG is s short-term, soft-money fix, and are hesitant to fully support the Adult Education initiative. As the Consortium move into the 2016-17 Program Year, Members are poised to demonstrate rapid expansion of services.

Members faced a challenge in getting staff together for trainings and staff development days because many teachers are part-time and hold other jobs. Key challenges in the Fresno County Jail program include the transiency rate of the population.

Lastly, three Members are engaged in a multi-year process to secure physical plant facilities in order to expand program offerings.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Caruthers Unified School District	\$93,938
2	Central Unified School District	\$821,593
3	Chawanakee Unified School District	\$61,361
4	Clovis Unified School District	\$2,429,015
5	Dinuba Unified School District	\$371,051
6	Fresno County Office of Education	\$80,652
7	Fresno Unified School District	\$5,300,393
8	Golden Valley Unified School District	\$42,799
9	Kings Canyon Joint Unified School District	\$1,054,311
10	Madera Unified School District	\$954,570
11	Sanger Unified School District	\$727,579
12	Selma Unified School District	\$470,393

#	Member Name	Total AEBG Funds
13	Sierra Unified School District	\$123,454
14	State Center Community College District	\$1,083,898
15	Valley ROP JPA	\$246,219
16	Yosemite Unified School District	\$273,023
Grand Total		\$14,282,751

The consortium has designated a fiscal agent

65 VENTURA COUNTY

PLAN SUMMARY

A strategic plan has been designed to improve current programs and services to better serve the needs of the adult learners in Ventura County. An innovative plan, designed to be phased in over a three year period, focuses around three objectives to increase access, equity, and learner success throughout the entire county. The consortium’s vision and goals are tied to the plan’s primary objectives, designed to address the gaps in service identified in the AB 86 plan:

- **Alignment and Articulation:** Align and articulate courses, programs, and services to provide pathways to academic and career endeavors;
- **Counseling and Student Support:** Develop, enhance, and refine comprehensive counseling and support services to ensure student success
- **Transitional Services:** Integrate existing programs by creating a new level of student services designed to seamlessly transition students to success in college or careers

By working collaboratively to leverage resources and build upon existing competencies, the consortium believes it can provide robust opportunities for Ventura County adult learners. By the end of the 2016-17 school year, those activities enumerated in this template will either be in process, in place, or fully implemented. Data will evidence both initial gains made as well as set the bar for growth expectations and additional fiscal support for sustainability.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<ul style="list-style-type: none"> • Expanded offerings in ABE / ASE and ESL / Citizenship among existing Adult Education programs in Ventura, Thousand Oaks, Oxnard, and Simi Valley • Launched new programs in ESL, Computer Literacy, and Adults Training for Child School Success in the previously underserved areas Fillmore, Santa Paula, Ojai, and Moorpark • Pioneered Pre-apprenticeship program in Food Service and Hospitality--the first of its kind in the region--and in conjunction with the American Culinary Federation and Ventura County Sherrif's Department • Delivered Child Care Assistant Intensive Summer Program at new Fillmore facility in collaboration 	<ul style="list-style-type: none"> • Navigating disparate Student Information Systems (SIS) systems across member agencies; student data reporting • Development and implementation of plans given challenges related to distribution of funds and timeline for state reporting • Establishing pathways between regional K-12 adult schools and community colleges • Onboarding new members; understanding state / federal requirements & expectations • Adapting to the paradigm shift from state allocation to funding based on performance (i.e., measurable outcomes)

with Ventura College and the Ventura County
Community College District

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<ul style="list-style-type: none"> Created new training centers in previously underserved areas of Fillmore, Santa Paula, Ojai, and Moorpark Established job and career center and placement services in Simi Valley and Moorpark Developed program to provide over 200 Lenovo computers to families enrolled in Paraeducator courses Collaborations with (see stakeholder list) libraries, rotaries, etc. Expanding CTE offerings-Oxnard & VCOE VESL and job placement-ESL, parent education, coordination between member agencies, VCCC & Fillmore , VCOE & Oxnard 	<ul style="list-style-type: none"> Establishing pathways between regional K-12 adult schools and community colleges Expanding programs for Adults with Disabilities Coordinated student support services (& job placement) sustainability Increasing employer engagement Finding ways to mitigate transportation challenges for prospective students Regional collaboration (new) resources for planning and implementation (i.e., personnel, etc.)

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Conejo Valley Unified School District	\$1,356,434
2	Fillmore Unified School District	\$529,629
3	Moorpark Unified School District	\$143,218
4	Ojai Unified School District	\$78,000
5	Oxnard Union High School District	\$2,668,403
6	Santa Paula Unified School District	\$294,000
7	Simi Valley Unified School District	\$4,732,915
8	Ventura County Community College District	\$312,756
9	Ventura County Office of Education	\$208,932
10	Ventura Unified School District	\$3,976,517
Grand Total		\$14,391,068

The consortium has chosen direct funding

66 VICTOR VALLEY

PLAN SUMMARY

The Victor Valley Adult Education Regional Consortium (VVAERC) plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. VVAERC continues to implement a multi-layered, multi-year approach to streamline assessments and curriculum between the K-12 and community college systems, and to enhance, restore, and institute additional programs across all member districts. VVAERC recognizes the opportunity to seize the current momentum backing workforce preparation programs and harnesses the passion of local school administrators to turn attention toward adults needing basic literacy skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success.

In addition to more services, seamless transitions will be put into place for the betterment of the student. The consortium plans to share enrollment data and wait list information, class offerings and assessment information for educational and career pathways throughout the region. The consortium envisions providing a focused transition service plan, region-wide, as a measurable initiative, where administrators will be able to track student success to a greater extent than now possible. To meet the growing need for service provision across the region, Snowline JUSD, a new provider of Adult Education services, will continue to add academic programs for Adults including ABE, ASE, HSE, and CTE.

English as a Second Language services will continue to be expanded in all Member districts, and at Victor Valley College. VESL classes will be explored Consortium-wide, as well as English in the Workplace curriculum. Integration of ESL strategies into ABE/ASE/HSE/HSD curriculum will afford a streamlined instructional approach. Counseling services will continue to be provided by Victor Valley College to each Member district to facilitate the development of common career and academic pathway models. Additionally, services for Adults with Disabilities will be expanded through technology integration by all Member districts. Career Technical Education (CTE) programs will be expanded and continue to enhance leading students directly to employment. The Consortium additionally seeks to build on the momentum at the federal level for a broader acceptance of fields that meet the criteria for pre-apprenticeship programs in order to transition more students into the workforce. Specifically, VVAERC may add additional courses leading to industry recognized certifications in the fields of manufacturing, transportation, health care, and energy/utilities.

VVAERC has developed a plan to deliver regionally shared professional development across the seven program areas. This includes training in CCR Frameworks, Andragogical Methodologies of Instruction, Workplace Employability Requirements, Technology Instruction, Blended Learning Models, Contextualized Instruction, and Intercultural Competence. The use of CASAS will be adopted by all Member districts in order to allow students greater transitions between programs. VVAERC will also continue to work with Lucerne USD to bring Adult Education services to the district based on regional needs.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
Member districts that currently offer Adult Education	The most difficult challenge faced by Members has

services are expanding the number of courses, levels of courses, and frequency of course offerings. One Member added Adult Education services, and another may add programs in the new fiscal year. Snowline Joint Unified School District (Snowline JUSD) used AEBG funding to start an Adult Education program. The first 9-week class had 60 students in attendance, with the goal of increasing that number to 100 for 2016-17. The program offerings have been well received and the district is noting students' dedication to attending classes and seeing their advancements through testing. Hesperia Unified School District (Hesperia USD) added two HSE teachers, one additional online HSD instructor, one GED teacher, and one Program Specialist. One additional section of in-person GED preparation was also added, as were testing days at the Pearson VUE Testing Center for both GED and industry certifications. Apple Valley Unified School District (Apple Valley USD) hired a full-time teacher/coordinator, office staff and support staff to assist in running the ABE program. Victor Valley Union High School District (Victor Valley UHSD) hired three new teachers, clerical support, an instructional aide, a librarian, and a security guard. Counseling staff hours were expanded.

been the recruitment of qualified instructional staff. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return; the constant changes by the State.

Funding was also a challenge in the unexpected hurdles experienced in working with LEA business offices and the County Office of Education, specifically setting up budget codes. Many Members did not have funds available to implement an AEBG program until February. These hurdles delayed the release of funds. Additionally, the continually changing reporting needs has caused issues with Members meeting the changing deadlines and changing format requirements.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>There are no substantive changes in the local/regional economy or data provided by the partner Workforce Development Boards since submission of the 2015 Annual Plan or the March 2015 Regional Comprehensive Plan. Snowline JUSD's new Adult Education classes have demonstrated student retention and advancement in CASAS scores. A Victor Valley College counselor rotated between adult programs helping to connect Adult Education and the college. Participation is expected to grow to be a real asset of the regional program. Hesperia USD has served as a mentor program to new programs, reestablishing programs that previously closed and engaging with programs wanting to expand or coordinate services. Success is measured by the learning gains of our students reported to the National Reporting Service and</p>	<p>General challenges to service delivery are noted above. Snowline JUSD experienced program start-up challenges having to identify, communicate with, assess, and enroll students to start a new program. Grant funds helped solve some issues including space, furniture, and equipment. Transportation continues to be an issue as is the distance to the college and child care.</p> <p>All Member districts struggled with funding delays, and the timelines needed to hire personnel. Several saw hiring pushed to 2016-17. Late funding led to a lack of space for classes and resources. Victor Valley College continues to struggle with the differentiation between the consortium office budget and Victor Valley College's</p>

the California Department of Education. Apple Valley USD offered workshops teaching students how to create a resume and how to complete an application for a post-secondary institution. These workshops focused on employability skills for future employment or higher pay. A class was also piloted for AWD who are working toward a GED. Victor Valley UHSD had an administrator attend the AEBG conference in Sacramento, three teachers, one administrator and one office assistant attended the CASAS National Summer Institute.

budget.

The Consortium struggles to complete state deliverables with members unable to commit time during the end of the academic year and the summer. The College needs to understand its role in AEBG when it only offers non-credit ESL, and continues to perceive AEBG as Adult Ed funding, not noncredit, basic skills, or AWD funding. The Consortium lost 2 Board members during a time when several reports are due and templates were not available. Lucerne Valley USD, a non-participating Member, expressed interest to offer GED, but struggles with dedicated involvement with the Consortium.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Apple Valley Unified School District	\$367,503
2	Hesperia Unified School District	\$590,888
3	Lucerne Valley Unified School District	\$0
4	Snowline Joint Unified School District	\$188,557
5	Victor Valley Community College District	\$495,522
6	Victor Valley Union High School District	\$383,255
Grand Total		\$2,069,315

The consortium has designated a fiscal agent

67 WEST HILLS

PLAN SUMMARY

The consortium effort for fiscal year 2015-16 was primarily tied to Basic Skills instruction as this was identified as a Gap and is the most common denominator that limits people in our region towards potential job advancements and/or simply obtaining employment. By the end of the initial year, our focus expanded to include CTE trainings; the first CTE course offering was forklift certifications. Both Basic Skills and CTE areas were identified as GAP's in our region. We would like to add a note for Reef Sunset whom offered a very successful independent study format for delivering Basic Skills that had a great response. This really aligned with this region as most participants are employed in ag related jobs and work at least 6 days a week, thereby having very limited time to attend school.

The 2016-17 year will continue to offer most of the focus on Basic Skills, however most members will be making significant changes to instructional days/times to better meet the needs of these rural communities. Our consortium has initiated two programs utilizing the mixed funding use format with a third currently being proposed. This format allow us to minimize instructional related cost while expanding the number of students served thereby being as efficient as possible.

Diploma/high school equivalency had been identified as a needed program. Several members have initiated programs and received good response, thus the number members offering these programs will be expanding to meet the need as demand for these programs has been consistent. To best serve our communities, 3 of our members are now approved high school equivalency testing sites with initial testers during the last quarter. This will likely be an area that will expand the number of participating students and successes for our consortium overall.

Computer based instruction is really being reviewed and expected to start classes at more locations. Experience thus far has been that young adults with limited English can still be very successful with computer based courses. Our Reef Sunset member has shared their successful experience and has sparked a new interest in utilizing existing school computer labs as well as potential purchases of tablet type devices to expand student numbers served.

The number of CTE courses will also be expanding for most members with most targeting areas that can lead directly to employment as this is a common request from existing participants. Forklift certifications will continue as request have been very high and trainings have confirmed their benefit towards assisting with employment opportunities. Truck driving started at the end of the previous year and is currently in place; this is a proven not-for-credit program that has the potential of large wage gains for many previously working in seasonal positions. The truck driving program is currently being researched in an effort to lower the instructional cost; if this is possible, this program has the potential to really expand student numbers and significant wage gains for those completers. Several members will also be offering welding programs. Welding is a skill that is used in multiple sectors within our region and thus has potential for direct employment upon completion of required skill-sets. Additional courses planned for fall 2016 include both mobile HVAC certifications and residential electrical.

LEVELS AND TYPES OF SERVICE

SUCCESSSES

CHALLENGES

Successes: having multiple people receiving instruction from various members obtain their high school diploma/high school equivalency was very rewarding especially for the families of those individuals completing.

The forklift certifications were very successful as many students quickly obtained employment and/or were able to obtain an interview previously unavailable. It was very rewarding to have been part of the program that is involved with making a positive difference for needy families.

Challenges: the most common challenge for our consortium was simply re-starting adult ed programs that had been idle for multiple years. The reorganization of facilities, materials, supplies, and staffing were amongst the greatest challenges.

An additional challenge was aligning the course instruction with the days/times that people are available. This was tougher than initially expected as students commonly work 12 hour days and their available days/times change with every agriculture crop season.

Some members were able to begin forklift certification courses, but the distance to their site was too difficult for some students who wanted to attend as our consortium reaches across approximately 70 miles.

Lastly, many students have very limited education even in their own native language and thus has been increasingly difficult for them to learn in a timeframe they are comfortable with.

REGIONAL EFFECTIVENESS

SUCCESSSES

Providing Basic Skills as originally identified has been making a significant difference for participants throughout our region. To date, this appears to be the foundation that will allow many to continue taking additional adult ed courses and moving forward to high school diploma levels.

The high school diploma/high school equivalency programs have been initiated with several of our members and has received a good response. This along with three of them now being approved testing centers will really make a difference in travel cost and the number of testing days offered.

The first pilot forklift course demonstrated the student desire for this type of training course as the course was limited to 20 students, however a waiting list of over 30 was in place with one day of advertising thru an email

CHALLENGES

A common challenge amongst our region are the seasonal nature of ag related jobs and long hours that our students work. This consequently limits the amount of time we have available to teach them English and/or to provide skills trainings. And because of the nature of agriculture, many of the participants are only in our region part of the year as they are traditional migrant workers following the jobs they need to survive.

The large majority of students are English Learners and require additional staff time to be successful even in basic courses. It is even common among those who have attended some schooling within the US borders to have very limited language abilities and reading deficiencies that require lots of academic support from instructors and classroom aides.

Although we are already making a difference within

distribution. A second class was consequently offered in the same location with the class being filled by those whom were previously on the waitlist with no advertising required. This course is already being noted as successful as many quickly obtained employment due to having earned their 3-year certification.

such a short timeframe, the common thread with all these examples is the limited amount of funding currently available as ideally, the number of students per staff would be reduced.

One member has started offering class A truck driver training. To date, all the students have earned their driving permits and are now practicing their skills driving on the road. This course show a tremendous amount of potential, but is cost prohibitive to expand much.

Altogether, the combined courses have made a quality of life change for many participants. We are hopeful to keep expanding the number of those we serve and families we impact.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Armona Union Elementary School District	\$64,500
2	Coalinga/Huron Joint Unified School District	\$64,500
3	Firebaugh-Las Deltas Joint Unified School District	\$66,478
4	Golden Plains Unified School District	\$64,500
5	Kings County Office of Education	\$0
6	Lemoore Union High School District	\$64,500
7	Mendota Unified School District	\$97,117
8	Reef-Sunset Unified School District	\$270,481
9	Riverdale Joint Unified School District	\$109,188
10	West Hills Community College District	\$234,000
Grand Total		\$1,058,280

The consortium has designated a fiscal agent

68 WEST KERN

PLAN SUMMARY

The vision of this Consortium is to provide adult education in western Kern County with a strong emphasis on education services relating to English as a second language, literacy, short-term career technical training, citizenship preparation and basic skills needed for academic and career success.

- During the prior Program Year we met many of our program goals including:
- Four centers created within the designated population centers and one more is near implementation
- Program director hired
- Instructors hired to provide instruction in GED preparation, ESL and Citizenship classes
- Learning outcomes for non-credit classes established
- Program branding / materials created
- Initial teaching schedule developed and implemented
- Twenty-five plus students enrolled in GED and ESL classes
- Case-management date/reporting software purchased, configured and staff trained on its use

During the upcoming year our goals are:

- Increase our student enrollment in GED and ESL classes to 50 in each program
- Increase student enrollment in ESL Civics (Citizenship) to 25 and increase support in application completions
- Develop student services program to include individualized educational counseling to increase students success
- Hire and train learning support positions
- Develop educational services to outlying, rural areas
- Begin planning and implementation of Workforce Readiness (CTE) program

LEVELS AND TYPES OF SERVICE

SUCCESSES	CHALLENGES
<p>Adult education offerings in western Kern County got off to a strong start in 2016. Within weeks of hiring our director our first Spanish GED classes started. By June the classes included: four Spanish GED, one English GED, one ESL, one ESL Civics and one CTE class. Community outreach and partnerships proved to be key in our success. Our staff attended several community events and met regularly with partner agencies which resulted in strong class enrollment. Student support services and direct communication with our students encouraged our students to regularly attend classes and</p>	<p>The primary challenge faced by West Kern Adult Education Network in 2015/2016 was identifying and hiring the program director. Once the director was hired the programs began to quickly emerge based on the consortium's plan.</p>

to complete their course goals. GED students had a strong success rate with 20% obtaining their high school equivalency certificate and many more close to that goal. Our ESL class began with one class per week and ended the summer session with three classes per week due to demand. Three of the ESL students have enrolled in college level classes. CTE class, Business Academy, had fourteen students with all receiving certificates of completion.

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
<p>The strategy being pursued by the consortium is direct community outreach and training via centers that offer not-for-credit classes that feed into existing academic pathways and/or employment. This has been successful in our small, rural communities. Establishing classes in local churches enabled us to reach adult learners who previously felt that even basic education was unavailable to them. Partnering with local churches proved successful as they encouraged their congregants to take advantage of educational courses and also provided classroom space to the consortium. Scheduling classes in the evening enhanced attendance as many of the students are employed during the day. The casual setting of the church based classrooms proved attractive to parents who often brought their children with them.</p>	<p>Communicating the advantages of adult education to the target population has proven challenging. Most basic skills classes are structured to prepare students for college-level English and Math. They are designed for those students who educational goal is to earn a college degree. Many adults with less than a high school education need basic skills or GED but are not interested in a college degree. Their needs dictated a different approach to adult basic skills education. Sharing the pathway to career readiness through basic skills, ESL and CTE courses leading to increased earning power proved attractive to many prospective students resulting in enrollment and certifications.</p>

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Maricopa Unified School District	\$0
2	Taft Union High School District	\$0
3	West Kern Community College District	\$750,000
Grand Total		\$773,016

The consortium has designated a fiscal agent

69 STANISLAUS MOTHER LODGE (YOSEMITE)

PLAN SUMMARY

The Yosemite Consortium (Stanislaus Mother Lode Regional Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members.

1. Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education.
2. Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three county area. Additionally we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support.
3. Implement high wage/high demand courses and opportunities that will lead to specific industry certifications.

During the remainder of the 2016-17FY the Stanislaus Mother Lode Consortium members are focused on the implementation of a 6 month work plan. These efforts support primarily re-building and building efforts in adult education for our three county region. The Consortium will schedule consistent meeting dates that support approved governance and operating procedures. It is anticipated that this work will assist in developing a clear picture of regional needs and resources.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
1. Counseling Services including Career Preparation and Post Secondary Transition	1. Finding appropriately credentialed and experienced instructional staff
2. Tutoring	2. Expansion of GED, ASE, ABE, and CTE certification at rural and/or remote sites
3. GED Preparation & Testing via Learning Quest and Stanislaus County Office of Education for Community and Incarcerated Inmates	3. Lack of Sufficient CTE Non Credit Short Term Options
4. Expansion of High School Diploma (i.e. CBK Program)	
5. Short Term CTE Certifications (i.e. OSHA, Lift Truck, MSSC, Solar, Microsoft)	
6. MJC English Language Institute Welcome and	

Intake Center

7. Regional Professional Development Efforts

REGIONAL EFFECTIVENESS

SUCSESSES	CHALLENGES
1. Regional Professional Development Efforts	1. Adult Services to Jail Inmates in Mother Lode Region
2. Expansion of Tutoring and Childcare	2. Expansion of GED Prep Services
3. Expansion of Citizenship Classe	3. Student Transportation remains a challenge
4. Expansion of Counseling Services	4. Delay in creating satellite campuses in rural areas
5. Expansion of High School Diploma Offerings (ASE)	5. Sufficient availability of computer literacy classes
6. CTE Program AE Voucher System	
7. Outreach Events through out the Region on ASE, ESL, & CTE	
8. Leveraging of SSSP, WIOA, FTES, LCFF, etc. in support of region wide AE efforts	

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Big Oak Flat-Groveland Unified School District	\$52,000
2	Calaveras County Office of Education	\$96,257
3	Ceres Unified School District	\$622,085
4	Modesto City Schools	\$437,044
5	Newman-Crows Landing Unified School District	\$167,596
6	Patterson Joint Unified School District	\$376,542
7	Riverbank Unified School District	\$73,255
8	Sonora Union High School District	\$72,000
9	Stanislaus County Office of Education	\$233,966
10	Summerville Union High School District	\$75,000
11	Tuolumne County Superintendent of Schools	\$156,500
12	Turlock Unified School District	\$930,551
13	Waterford Unified School District	\$107,840

#	Member Name	Total AEBG Funds
14	Yosemite Community College District	\$663,806
Grand Total		\$4,146,610

The consortium has designated a fiscal agent

70 NORTH CENTRAL (YUBA)

PLAN SUMMARY

The NCAEC 2016-17 Plan will aid the consortium in planning and documenting how to improve and expand programs and services for our region's adult learners. The Plan builds upon the accomplishments of 2015-16 in curriculum and program development, staffing and foundational activities.

The four key areas of focus are to:

- provide access to programs and services by building and expanding offerings develop alignment, articulation and acceleration to ensure integrated seamless transitions
- provide counseling and student support services as they relate to student success
- improve coordination of data and accountability systems

The Plan builds upon the first year priority to provide long-term investment to establish a strong and sustainable foundation for successful transition to a regional system of adult education. Many of the first year's activities will continue long-term investments initiated in 2015-16, including:

- foundational curriculum revision and program development
- expansion of course offerings in five program areas to targeted underserved populations
- piloting of instructional programs and services for feasibility and scalability
- mapping of regional assets and career pathways
- professional development to support each regional priority and to encourage collaborative participation

Other 1st year activities will come to fruition: 3 regional Navigators will be hired and trained in key sub-regions to support outreach and assist adult learners to navigate programs and services; two ESL counselors will be hired to improve delivery and coordination of support services to noncredit ESL students; and a Director and support staff will be hired to create strong central infrastructure to support ongoing work of the consortium.

A major commitment will be to further leverage collaboration with the STREAM Pathways Consortium to develop a regional system for data collection and tracking for NCAEC to meet AEBG reporting requirements. The infusion of Data and Accountability funds will accelerate this process. Other partnerships will also be solidified, including those with business and industry and governmental agencies to expand work based learning services; and to develop and align courses to current and proposed career pathways, industry based certificates, and apprenticeship programs.

New activities will be conducted including:

- providing training and services to adult learners to assist children in school (new program area)
- providing child care and transportation to increase participation in programs and services
- creating assessment crosswalks to lay groundwork for transitioning to a future Common Assessment system

Greater regionalization will be achieved as a newly procured Odysseyware grant with multiple licenses will be leveraged for online platform development for programs and services in the five county region; action plans are

developed in partnerships with the region’s five Library Literacy Programs; and marketing and outreach efforts will be better coordinated and expanded.

LEVELS AND TYPES OF SERVICE

SUCCESSSES	CHALLENGES
<p>NCAEC highlights of expanded levels and types of programs within the region during 2015-16 include:</p> <ul style="list-style-type: none"> • Sutter COE AE, in partnership with its local One Stop and CCPT/ROP, expanded programs by providing additional sections in ESL/Citizenship; Basic Skills, independent study for HSD/HSE; and CTE courses. Services for AEBG clients of One Stop were expanded and streamlined. • WJUSD AE developed two off-site multi-level ESL classes at elementary schools, with class dates and times customized to the needs of adults and parents, and which were offered in nontraditional modalities that provided flexibility for participants to meet other obligations. This resulted in attracting higher enrollment and greater retention rates. MOE funds enabled WJUSD to sustain a robust AE program, including HSD and HSE programs with a 30% graduation rate in 2015-16. • Yolo COE collaborated with WJUSD to provide basic skills instruction and wrap around services to incarcerated adults; Colusa COE provided HSE prep for jail inmates. • Colleges conducted curriculum revision and development towards long term goals of expanding levels and types of noncredit certificates, VESL, and CTE courses; YCC piloted three VESL courses (Math and Computers); WCC retooled basic skills courses for future CDCP certificates. • WCC and Sutter COE were approved as HiSET Test Centers, enabling the consortium to provide accessible HSE testing region-wide 	<ul style="list-style-type: none"> • Insufficient funds, time and staff (fiscal, HR and IT as well as administrators, faculty/instructors) to complete required planning and establish structures to launch new courses and programs • Cumbersome and time-consuming consultation and approval processes required for the colleges; systemic change of large YCCD organization comparatively difficult relative to more nimble members • Recruitment and hiring of qualified faculty/instructors willing to work part time and in rural settings • Need for more clearly defined criteria for member allocations re: short-term versus long-term investments for expansion • Continuity in leadership roles • Need for coordination, common vision and actionable plans in each program area • Delayed timing of regional funds and unclear communications and guidelines from the state created difficulty in responding to accelerated timelines and to level of detail of numerous reporting requirements, decreasing time required for agencies to focus on program planning and support needed to focus on expansion • Time required to create and post positions; negotiate union concerns • Underestimation of time and coordination required to implement new types of programs

REGIONAL EFFECTIVENESS

SUCSESSES

NCAEC conducted activities in 2015-16 to improve the impact of services and to create better student outcomes:

- Hired two of three regional Navigators to make education and workforce training accessible and navigable
- Created two college ESL counselors positions to serve noncredit students (hired Fall, 2016)
- Created NCAEC Director and support staff positions for organizational infrastructure and consortium leadership (hired August, 2016)
- Created teaching positions for new CTE, ESL and Basic Skills courses to address gaps in services to geographical areas, and to targeted special populations. The populations include remote rural students; the lower Lake County immigrant
- Hispanic population; and the adult learner Probation/Parole and Incarcerated population) (hired Fall, 2016)
- Leveraged STREAM Pathways Consortium efforts to develop regional system for data collection and tracking for NCAEC to meet AEBG requirements (in process)
- WJUSD provided ESL instruction in new communities, successfully serving a population of adult learners with school aged children
- Yolo COE, in partnership with WJUSD, provided basic skills instruction and wrap around services to adult correctional population
- Colleges developing VESL and noncredit CTE courses and certificates currently not offered;

CHALLENGES

- In this first year of funding, a major challenge arose around allocation of funds to members. Some members deferred requesting funds, and others requested lesser amounts, in support of college requests for funds for foundational curriculum restructuring and development. It wasn't clearly understood at the time that this was to be a long-term investment of planning and time that wouldn't produce measurable results for program expansion for a two year cycle. In acknowledgement, the colleges agreed to reduce their funding requests for the following two years in order for unfunded members to initiate new programs and services.
- Additional challenges included inadequate and delayed funding; difficulty in recruiting and hiring qualified instructors and staff, particularly for teaching in remote and rural settings or in the correctional culture; protracted negotiations with unions; uncertainty in the permanency of AEBG funding; and vague and confusing legislative language and state requirements that impacted planning.

and COEs developing short- term CTE courses and pathways, in collaboration with area business and industry to meet emerging regional needs (in process)

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Colusa County Office of Education	\$116,519
2	Konocti Unified School District	\$27,277
3	Lake County Office of Education	\$0
4	Sutter County Office of Education	\$605,344
5	Woodland Joint Unified School District	\$1,324,151
6	Yolo County Office of Education	\$180,000
7	Yuba Community College District	\$705,053
8	Yuba County Office of Education	\$0
Grand Total		\$2,997,748

The consortium has designated a fiscal agent

71 SISKIYOU

PLAN SUMMARY

The Siskiyou Adult Education Consortium’s (SADEC) vision is to revitalize adult education in all areas of Siskiyou county including Tulelake. The county is very vast so it is important to maintain services throughout Siskiyou County for any and all adult learners. This vision includes streamlining services, all the while offering common curriculum and diploma completion.

In the beginning of 2015, Siskiyou County only had three adult schools in operation. To better serve all population pockets SADEC opened three additional schools in Spring of 2016. SADEC has worked hard to open, employ, implement and expand its service locations. SADEC began designing unanimous curriculum that corresponds with pre-existing adult education sites. This step helped to steady consistency in all offerings. This gave the existing school sites the opportunity to review and update curriculum. English as a second language (ESL) curriculum was created this year and SADEC was able to hire Instructors and begin offering ESL classes for the first time in several years. The consortium members and partners participated in local trainings and attended conferences to advance knowledge of current curriculum practices. Computer software was updated and is now being utilized by students from home, county libraries and community computer labs. Previously only one GED testing site was available within Siskiyou County. SADEC has now equipped the county with two additional sites to administer GED testing and preparation. In crafting and perfecting these processes a brand, website and advertisements were created to share with the public. The website will serve the consortium and its learners as an information portal and also a registration module for services.

The primary goal for the 2016-2017 program year is to continue improving and growing projects that were started in 2015-2016. SADEC will strive to support the community with high school diploma completions, GED achievement and ultimately create a pathway into higher education or career. With this plan comes the development of an internship/apprenticeship program that will serve a dual purpose. The consortium will align adult students to receive training in developing soft skills. These skills will prove helpful in career paths all the while receiving elective credit towards high school diploma completion. SADEC will track students along educational planning processes to help facilitate student success completion rates. SADEC will examine a compensative pre/post testing system that will encourage students towards success. The consortium wants to eliminate hurdles for adult students by providing transportation, child care and assistance to overcome any obstacles that keep students from completing programs.

LEVELS AND TYPES OF SERVICE

SUCSESSES	CHALLENGES
<p>Three adult schools were opened or reopened after many years of closure. Two additional GED testing sites were opened. A brand, website and promotional materials were developed to encourage a grassroots effect; attracting adult students to seek schools in available locally. A consistent common diploma/ curriculum was improved and created. Three strong</p>	<p>Staffing has been an issue. Siskiyou County is vast, with towns and schools being several hours away from other populated cities. To get someone to travel or to live in these vast areas is difficult. It limits the amount of programing these schools can offer to their local populations. Locating students that are interested in the Adult Education Program has been improving every</p>

partnerships were developed to leverage resources and share clients.

day. Developing ESL materials has been somewhat tedious. Transportation and childcare needs are also another subject to tackle.

REGIONAL EFFECTIVENESS

SUCSESSES

The consortium has been able to open adult school sites that have been closed for over 4 years. This is important for the single reason that those sites reside in areas that are located 90 miles from larger cities, getting programming to these remote locations help create diversity in program offerings. SADEC has been able to use adult education sites that were already in operation to help speed up the ability to offer adult basic education to the vast areas of Siskiyou county, including Tulelake. With three partners on board and more to join for the 2016-17 annual plan year SADEC will be addressing training for client services to better help adult learners.

CHALLENGES

There are many adult learners spread throughout a vast region in the far north state that are in need of finishing their education for future career growth. The largest challenge is getting awareness to these populations. Reengaging adult learners with education, but at the same time making the process not seem daunting and would be easy for them to re-start their pathway to increase their income ability. Partnerships in Siskiyou county with local business to establish internships and apprenticeship are necessary. We currently have zero businesses available for apprenticeship programs available for adults to enter the workforce. A well-round internship program with local business is important but most businesses are small and don't have the time to train adults. Having a diverse program that will attract all interested adult students will be key and something to work towards for the 2016-17 annual plan year.

FUNDING

Total 15-16 AEBG Funding by Member

#	Member Name	Total AEBG Funds
1	Butte Valley Unified School District	\$76,332
2	Dunsmuir High School District	\$71,980
3	Scott Valley Unified School District	\$102,359
4	Siskiyou County Office of Education	\$8,333
5	Siskiyou Joint Community College District	\$182,494
6	Siskiyou Training and Employment Program*	\$17,857
7	Siskiyou Union High School District	\$124,150
8	Tulelake Basin Joint Unified School District	\$71,980
9	Yreka Union High School District	\$220,114
Grand Total		\$900,917

The consortium has designated a fiscal agent

APPENDIX C. 2015–2016 ADULT EDUCATION BLOCK GRANT OFFICE ACHIEVEMENTS

1. Developed and managed the Adult Education Block Grant (AEBG) Student Data Tracking System
 - Guidance and instructions for 2015–16 student data collection
 - Provided technical assistance and webinars on how to report student data
 - Created the AEBG Student Data Portal for uploading student data
 - Developed secure portal for data certification

2. Developed the AEBG Financial Tracking System
 - Converted existing California Community Colleges Chancellor's Office (CCCCO) system for AEBG use
 - Tracked three different fund sources – simultaneously
 - Created passwords and logons for primary contacts and certifying officials
 - Collected semi-annual expenditure data by consortium by object code in addition to consortia progress reports
 - Provided the User's Guide for Online Expenditure Reporting System
 - Created the program guidance for allowable uses of AEBG funds
 - Provided technical assistance and webinars on how to use the financial system
 - Followed legislative mandates by publishing preliminary and final allocation tables
 - Produced approval letters and links to apportionment schedules
 - Created a process for certifying membership agreement on annual allocations - Consortium Fiscal Administration Declaration Reporting Template
 - Created a separate financial process for AEBG Data and Accountability funding consortia budget and work plans
 - Created a Joint California Department of Education (CDE) / CCCCCO Budget Task Force to meet monthly to work on adult education fiscal issues
 - Created a joint interagency effort to sign agreements, publicize apportionment schedules, meet fund administrator choices, and release funds according to Assembly Bill 104
 - Completed the closed out process for Assembly Bill 86 grant funds
 - Created funding charts by consortia for the following 2015–2016 grant funding: Local Control Funding Formula, Community College District Apportionment, Workforce Innovation and Opportunity Act, Title II, CalWORKS, Perkins, Kindergarten through Twelfth, Jail Funds, and AEBG
 - Created an allocation formula for AEBG based on U.S. Census and American Community Survey data

3. AEBG Consortia Reporting Tool Kit

Developed AEBG 2016–17 Annual Plan Template and Guidance Documents

These are the documents that will be used to describe to the state legislators and agencies the progress each Consortium made in Year 1 of the block grant towards achieving their AEBG Three-year Plan. The format also provides a platform for updating activities and goals for Year 2.

- Provided a portal to upload annual plans
- Provided webinars and technical assistance to consortia members
- Created expenditure workbooks, templates, and expenditure reporting forms
- Created governance plan templates and three year planning templates that could be updated/revised for the 2016–17 program year

4. Guidance and Regulations

The AEBG Office has developed Guidance for the implementation of the AEBG as set forth in AB 104. Click the links below for guidance in specific areas.

- Program Guidance
- Allowable Uses Guidance
- Student Data Collection Guidance
- AEBG Data and Accountability Guidance: student data collection needs, student tracking throughout your region, integration of partner/member systems, and more

5. Technical Assistance

- responded to hundreds of e-mails weekly through the AEBG inbox with a turnaround time of less than 24 hours
- Published a weekly newsletter with upcoming events, program background, technical information, and links to valuable resources

6. Professional Development and Events

- AEBG Webinar Series: weekly
- Regional Training: 2015–2016
- AEBG Annual Summit: 2015 and 2016

7. Resource Page on Web site

- AEBG webinar chat Q&A
- FAQs
- Reports
- Consortia interactive maps

- Consortia webpage for member information, fiscal agent, annual plans, three-year plans, governance, and funding disbursement.

8. Reports on AEBG

- 2014 and 2015 Legislative Report (State AEBG Office)
- Reports on Annual Plans 2015–16 (Part 1, Part II) (Hanover Research)
- Measuring Need and Effectiveness in Adult Education (Hanover Research)
- 2016 AEBG Report: In Response to AB 104, Section 84915 (State AEBG Office)
- AEBG Measures of Effectiveness Report (State AEBG Office)
- Benchmarking AEBG Governance Structures (Hanover Research)
- Consortium Governance Structure to Maximize Implementation Success (Hanover Research)