

Consortium Annual Plan

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

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

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-48	48 San Diego

Primary Contact(s)

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

Name	Title	Phone	Email
Yamate, Susan	Coordinator	(619) 203-3430	syamate@sdccd.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

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

Name	Title	Phone	Email
Yamate, Susan	Coordinator	(619) 203-3430	syamate@sdccd.edu

Member Representation

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

Name	Member Agency	Phone	Email	Approved
Yamate, Susan	San Diego Community College District	(619) 203-3430	syamate@sdccd.edu	
McCollum, Rosalina	San Diego Unified School District	(619) 362-4516	rquintos@sandi.net	07/14/2015
Gottuso, Marc	San Diego Unified School District	(619) 293-4430	mgottuso@sandi.net	07/14/2015
Rose, Rachel	San Diego Community College District	(619) 338-4812	rrose@sdccd.edu	07/16/2015
Crosby Howell, Lorie	San Diego Community College District	(619) 388-1873	lhowell@sdccd.edu	10/28/2015

Governance Plan

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

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

Yes

No

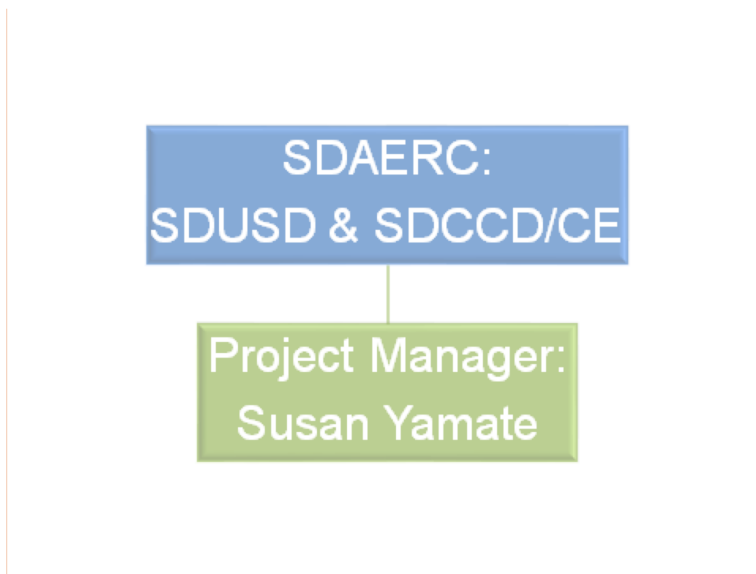
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

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

Organization Chart



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

Yes
 No

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

Fiscal Management

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

The Certifying Official will oversee the plan both for fiscal and programmatic accountability. Both members will report their progress to the Certifying Official and the CO will 'roll up both reports into the Consortium report. We will be breaking out budgets and expenditures and activity by member, object code, program and objective.

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

Yes
 No

No changes

Consortium Allocation Schedule

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

Member Name	Total Allocation
San Diego Unified School District	\$1,621,739
San Diego Community College District	\$2,823,332
Total	\$4,445,071

Section 2: Plan Summary for Program Year 2016-17

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

Executive Summary

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

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

Stakeholder Engagement

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

Partner Name	Partner Type	Core Services
Grossmont/Cuyamaca Community College District, Grossmont Union High School District	San Diego East Consortium	
Imperial Valley College, Imperial County Office of Education, El Centro Unified School District	Imperial County Consortium	
MiraCosta College District, Oceanside Unified School District, San Dieguito Union High School District	Coastal North County Consortium	
Palomar Community College District, Poway Unified School District, Escondido Union High School District, Vista Unified School District	San Diego North Consortium	
Southwestern Community College District, Sweetwater Union High School District, Coronado Unified School District	Southbay Consortium	

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

The 6 Consortia (including SDAERC) represent San Diego and Imperial Counties. The Consortia meet monthly and discuss individual Consortium progress, and provide information and assistance. More importantly discussion centers around leveraging of 'energy' and even funding to meet Countywide (and 2 countywide) objectives. It's an opportunity to look at the range of initiatives impacting both CCDs and K-12 AEs. Plans are to offer a 'SuperRegion' professional development on the topic of serving disabled students. Also planned is a "Super Region' Countywide meeting where Partners (WIOA, County HHS, Department of Rehab, Prisons, etc. will be invited to meet all the Consortia in one place at one time.

Levels and Types of Services

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

While it could be considered a challenge also, the fact 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.

All programs other than ABE/ASE are offered through SDCE. Communication will become another major activity for year 2.

Regional Needs

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

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.

Section 3: Consortium Expenditures by Program Area and Objective –

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

source for the 2016 – 17 Program Year, as shown in the tables below.

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

Key
▼ = Under
▲ = Over

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

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

[48sandiego_160824105551.csv](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

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

The SDAERC will continue to:

- Explore ways to track outcomes through the system for all learners, including those not currently captured-piloting Launchboard.
- Explore the use of a statewide learner identification system to better track students.
- Use data consistently to form policy and inform procedural and funding decisions.
- Implement data-driven program improvement from year one and two that provides regular increases in the percentage of students who transition annually.
- Analyze student outcomes and employment, including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels of coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions; relationship of jobs secured to student field of study.
- Track longitudinal data on learning gains and employment outcomes and disseminate this information statewide.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.
- Create a clerical position to spearhead the tracking of data.
- Increase the percentage of students who transition annually.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.

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

Name	Vendor	Core Services
SDCCD District reports		
SDCE Reports		
SDUSD Reports		
Tops Enterprise Reports	CASAS	WIOA Title II

Student Data Tracking

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

SDCE is developing a tracking system. It is hoped that while SDUSD may not use the same system, their data will import into the SDCE system. Likewise both districts also use CASAS TE and will work with CASAS to import/export data.

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

Name	Vendor	Core Services
No Data		

2015 – 16 Annual Plan Review and Update

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

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

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

Objective 3: Integration and Seamless Transition

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

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor’s Office (CCCCO) for program placement in the California Community Colleges.

Objective 3 Activities

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

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Develop a student tracking system	clean data	
update to CASAS e testing	trackable assessment data	

Objective 4: Gaps in Services

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

Year 1 activities really didn't start until after funding was received (early Spring 2016). Then with approval processes to go through, most activities were started later spring. Year 2 plan will reflect the continuation of Year 1 activities where activities had not been accomplished.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Host second annual information event for special education faculty and staff from local high schools	Increased collaboration Ability to track transition Increased inquiries/counseling appointments	
Utilize the same student assessment system (CASAS) to collect, process and report student outcomes	Consortium level data	
Implement eCASAS test assessment. Utilize the same student placement instrument	Consortium level data	
Utilize paper based CASAS where technology prohibits use of eCASAS	Consortium level data	
Continue AEBG support from the Office of Institutional Effectiveness to address Accountability/ Progress Indicator Tracking		
Continue to build an Assessment and Tracking Outcomes system (planning, program review, accreditation)		
Continue curriculum design, revision	Develop on line courses develop hybrid courses Ensure curriculum reflects postsecondary and occupational training contexts	
Continue to evaluate program plans and implementation		
Continue to evaluate workforce needs and demands for overall alignment		
Continue to maximize the use of technology		
Continue to upgrade classroom equipment and technology		
Hire program support staff (counseling, instructional outreach) to fill gaps in services	Student success will increase	
Align high school course curriculum	Better communication and collaboration between SDUSD and SDCE. Aligned expectations for student outcomes	
Embed ASE courses with relevant, conceptualized CTE content		
Develop an ABE curriculum	More accurate placement of students whose goals are HS diploma	
Ensure that all CE sites offering Elementary and Secondary Basic Skills course offerings follow the same operational procedures and will work to establish uniform course standards and student expectations.		
SDCE will continue work on developing math and science courses needed for students pursuing the adult education high school diploma		
New ABE/ASE sites were opened in SDUSD. Continue to analyze student outcomes to expand, enhance the programs		
Re-establish the Joint Executive Coordination Committee	On going communication and collaboration between Member agencies	
Evaluate and expand the 'navigator' program at SDUSD	Increase student success	
Faculty from both member agencies will be provided with staff development opportunities	Increased collaboration and communication	

Objective 5: Acceleration

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

SDAERC was barely able to get started on this activity in Year 1.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Develop program similar to CBET model offering child care	increased enrollment, increased student success	
Expand VESL and modified I-Best programs		

Objective 6: Shared Professional Development

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

SDAERC was barely able to get started on this activity in Year 1.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Provide professional development	<p>SLO and syllabi awareness, products (certificated and classified staff</p> <p>Administrative leadership training leading to team building</p> <p>Tracking system training leading to clean data</p> <p>CASAS training leading to consistent data collection</p>	

Objective 7: Leveraging Resources

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

It is hoped that by 'co sponsoring' events that meet mutual goals among the 6 Consortia in San Diego and Imperial Counties, all Consortia can focus on serving students with the same message (where partners, programs, services, etc. are common across Consortia). It is hoped that these across Consortia activities will relieve 'initiative fatigue' (representatives from all Consortia attending, participating, planning via multiple initiatives) and encourage leveraging of resources.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Build partnerships with business/community that are mutually beneficial				
Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs	Regional Workforce Development Council, San Diego/Imperial Regional Workforce Planning Committee			
Align resources to support adult education career pathways goals.	San Diego/Imperial Counties Regional Workforce Development Council			
Provide leadership and participate in AEBG 'Super Region'	MiraCosta AEBG Consortium, San Diego North AEBG Consortium, San Diego East AEBG Consortium, San Diego SouthBay AEBG Consortium, Imperial County AEBG Regional Consortium			

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

A handwritten signature in black ink, consisting of a series of loops and flourishes, positioned below the 'Signature' heading.

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