

AEBG Panel: Understanding the 17/18 Annual Plan Template

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Agenda

- Panel Members
- Annual Plan Basics
- Annual Plan Framework
- Panel review of the annual plan
- Panel review of the fact sheet
- Additional panel questions
- Open for general questions

- Steve Curiel - Coast Consortium
- Emma Diaz - San Bernardino Consortium
- Amy Emrany - State Center Consortium
- Chrissy Gascon - Rancho Santiago Consortium
- Kathleen Porter - San Diego North Consortium
- Emilio Urioste - Los Angeles Consortium

- Template & toolkit to be released this month.
- Annual Plan is due August 15, 2017.
- Submitted via the AEBG Portal.
- Consortium Lead submits it – but must certify that all members participated in the process.
- Narrative to questions will be at the consortia level (big picture).
- No need for objectives & activities now. That will be due by each member in the fall via the new fiscal system.

- AB104 Legislation (the law)
- 3 Year Plan (the long term vision)
- Annual Plan (strategies for the coming year)
- Fiscal System

- Fiscal System
 - Captures budget details
 - Allows members to input activities based on annual plan strategies.
 - Accountability at the member level for budget, activities, expenses, student reporting, and performance.
 - Can be rolled up to the consortia level.
 - Allows for standardization and state/regional analytics.

- SECTION 1: PLANS & GOALS
- Executive Summary
- *Please provide an Executive Summary of your consortium's implementation plan for the 2017- 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)*

- **Meeting Regional Needs**

- *What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered?*

- GAPS IN SERVICE
- *For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?*

■ SEAMLESS TRANSITIONS

- *Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.*

■ SEAMLESS TRANSITIONS

- *For 2017-18, what strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?*
- *How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.*

■ STUDENT ACCELERATION

- *Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.*

■ STUDENT ACCELERATION

- *For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?*
- *Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).*

■ SHARED PROFESSIONAL DEVELOPMENT

- *Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.*

■ SHARED PROFESSIONAL DEVELOPMENT

- *For 2017-18, what strategies are planned to provide shared professional development (Must list at least one)?*
- *A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.*

■ LEVERAGING RESOURCES

- *See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.*

■ LEVERAGING RESOURCES

- *For 2017-18, what strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?*
- *Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.*

■ SECTION 2: FISCAL MANAGEMENT

- *Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.*
- *Please identify challenges faced related to spending or encumbering AEBG funding.*
- *Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)*

SECTION 3: CERTIFICATION AND SUBMISSION

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

[Download 2017-18 General Assurances](#)

Failure to meet the requirements listed in the *2017–18 AEBG General Assurances Document* may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

Needs of the Region?

22,002

3% state avg.

Below Federal
Poverty Level



26,091

7% state avg.

7th Grade
Education or
Lower



52,240

12% state avg.

No H.S. Diploma
(or Equivalent)



30,347

4% state avg.

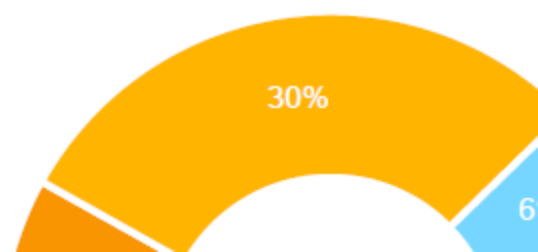
Limited English
Speaking Ability

able to Support Adult Education in the Region?

\$3,137,143

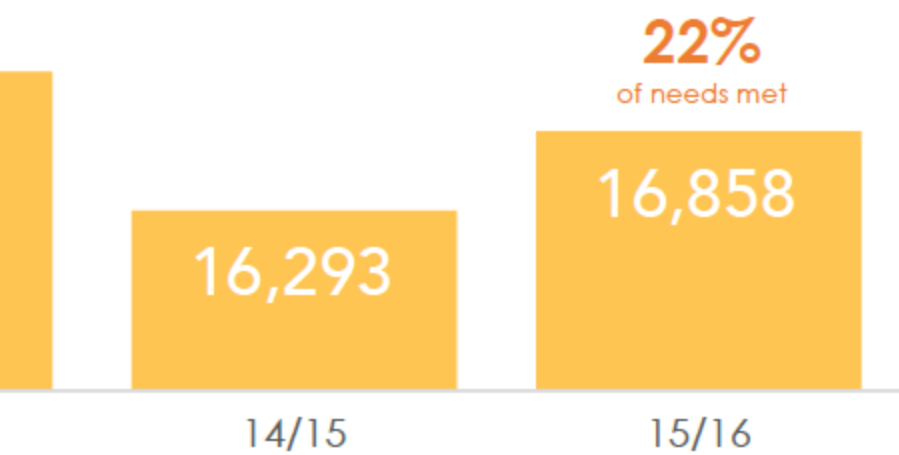
\$605,655

\$1,000,000



Primary Basic Skills

STUDENTS SERVED



Students with Disabilities

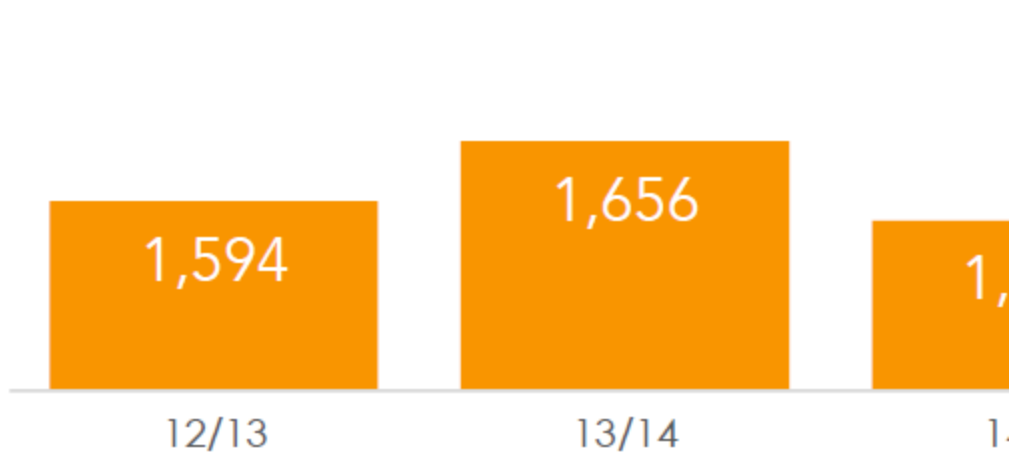
STUDENTS SERVED



English as a Second Language

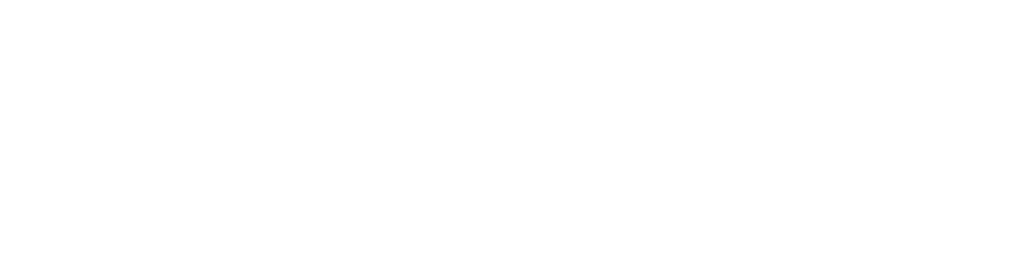
STUDENTS SERVED

n = 26,091



Career and Technical Education

STUDENTS SERVED





REGIONAL FACT SHEET

Collaborating to better serve the Educational Needs of Adults

What are the Demographics Needs of the Region?

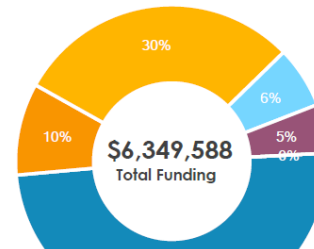


How Much Funding Is Available to Support Adult Education in the Region?

- AEBG
- WIOA II
- Perkins
- Calworks
- CCD Apportionment
- Adults In Corrections

Received




AEBG	\$3,137,143	3,137,143
WIOA II	\$605,655	605,655
Perkins	\$1,880,033	200,000
Calworks	\$405,333	50,000
CCD Apportionment	\$321,424	20,000
Adults In Corrections	\$0	



Budgeted for AEBG purposes

Open for general questions

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
- Follow us on Twitter  twitter.com/CASASsystem and use the hashtag [#casassi2017](https://twitter.com/hashtag/casassi2017) to tweet updates, photos, and stories.
- Keep in touch with Facebook  facebook.com/CASASsystem use the hashtag [#casassi2017](https://facebook.com/hashtag/casassi2017) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)