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
15-328-07	07 Mid Alameda County (Chabot-Las Positas)

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
LaCour, Jacques	Consortium Coordinator	(925) 286-4606	jacques@lacourconsulting.com

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
LaCour, Jacques	Consortium Coordinator	(925) 286-4606	jacques@lacourconsulting.com

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
Rutledge, Fred	Tri-Valley ROP	(925) 455-4800	frutledge@tvrop.org	08/11/2015
Walke, Sara	San Lorenzo Unified School District	(510) 317-4202	swalke@slzusd.org	03/22/2016
Frazier, Bradley	San Leandro Unified School District	(510) 618-4424	bfrazier@slusd.us	08/25/2015
Sparks, Glen	Pleasanton Unified School District	(925) 462-2285	gsparks@pleasantonusd.org	09/22/2015
Bennie, Roanna	Chabot-Las Positas Community College District	(925) 424-1104	rbennie@laspositascollege.edu	09/15/2015
Zakrevsky, Guy	Hayward Unified School District	(510) 293-8595	gzakrevsky@has.edu	09/16/2015
Bradshaw, Stefanie	Eden Area ROP JPA	(510) 708-6733	sbradshaw@edenrop.org	09/30/2015
Branca, Bill	Dublin Unified School District	(925) 833-3300	brancabill@dublinusd.org	10/13/2015
Dozier, Julia	Chabot-Las Positas Community College District	(925) 249-9370	jdozier@clpccd.org	09/15/2015
Kritscher, Matt	Chabot-Las Positas Community College District	(510) 723-6744	mkritscher@chabotcollege.edu	09/15/2015
Passeggi, Susie	Castro Valley Unified School District	(510) 886-1000	spasseggi@cv.k12.ca.us	08/20/2015
Wilder, Jessica	New Haven Unified School District	(510) 489-2185	jwilder@nhusd.k12.ca.us	09/15/2015
Eckert, Alex	Livermore Valley Joint Unified School District	(925) 606-4722	aeckert@lvjusd.k12.ca.us	07/11/2016

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.

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.

maccorgchart2016.pdf

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 consortium coordinator facilitates fiscal management of the grant. He communicates AEBG guidance and requirements to members, including but not limited to information on coding, discrete tracking of individual year grants over their three-year expenditure periods, and the need to track expenditures in multiple ways (by object code, program and objective). At meetings of official representatives, budgets are regularly reviewed and monitored. Prior to reporting due dates, the coordinator requests all appropriate and necessary budget data from members, certified by their respective fiscal officers. The coordinator then reviews individual school reports and follows up with schools' fiscal personnel as needed for clarifications and/or additional information, and rolls up the data. Official representatives review the aggregated data for accuracy and for comment prior to submittal.

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

None

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
🔒 Pleasanton Unified School District	$510,119
🔒 Dublin Unified School District	$433,185
🔒 San Lorenzo Unified School District	$641,265
🔒 San Leandro Unified School District	$1,517,612
🔒 New Haven Unified School District	$457,966
🔒 Livermore Valley Joint Unified School District	$459,557
🔒 Hayward Unified School District	$1,809,474
🔒 Castro Valley Unified School District	$2,664,844
🔒 Eden Area ROP JPA	$78,000
🔒 Chabot-Las Positas Community College District	$410,527
🔒 Tri-Valley ROP	$12,800
Total	**$8,995,349**

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 MACC envisions a student-centered, seamless learning transition experience for the students we serve and we envision high-quality academic and employment outcomes. The Steering Committee and official representatives determine the broad direction of the plans to achieve the vision, three Strategy Teams create and carry out specific implementation plans, and all are supported by a consortium coordinator and program assistant. Accomplishments for 2015 - 16 include the addition of infrastructure at several sites, from the hiring of an entire faculty, staff and administration at a re-emerging site, to the addition of Transition Specialists at all schools, to the appointments of AEBG managers at the community colleges. Classes, some co-located, have been added over the entire region. Very importantly, close communication and collaboration among faculty of all member agencies, via the Strategy Teams, have resulted in new and improved curricula, prioritization of pathways to develop, increased articulation agreements, and more cohesive transition services, among other accomplishments.

In 2016 - 17, the MACC's primary goals will include:

- identification and implementation of a data system serving all members
- continuing pathways development
- developing and utilizing a referral system for student support
- implementing bridge classes and other acceleration supports
- comprehensive mapping of course offerings
- increased outreach through website and other means
- increasing and deepening partner involvement and relationships

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
Alameda County Library	County library	Literacy tutoring and referrals
Alameda County WIB	County Agency	Link employers, job seekers and youth to education, training and employment-related programs and services
City of Pleasanton Library	City government agency	Literacy tutoring and referrals
Eden Area One Stop Career Center	Regional workforce development agency	Provide training and employment-related benefits and services to employers, job seekers and youth.
IBEW Local 595	Electrical apprenticeship training	Regional labor organization
Regional Center of the East Bay	Regional private non-profit	Coordinate services for people with developmental disabilities
Sunflower Hill	501(c)3 nonprofit	Provide vocational training opportunities and options for people with special needs
Tri-Valley One Stop Career Center	Regional workforce development agency	Provide training and employment-related benefits and services to employers, job seekers and youth.

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

In the Tri-Valley region, the three adult school members agreed to collaboratively hire and share costs for a full-time Transition Specialist to serve all three adult schools and to liaise with Las Positas College, employers and other local agencies. The Tri-Valley One Stop Career Center, a key partner in the region, participated in the planning and agreed to provide space for the Transition Specialist to work one day per week. This collaboration will allow for the Transition Specialist to become very familiar with the supports provided by the One Stop and the procedures students will need to navigate, and will position her to connect students to targeted services more effectively.

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.

In the 15-16 program year, the consortium initiated expansion of instructional programming in both the TriValley and Eden subregions, with a primary focus on programs in ESL and AWD. Members also hired or identified staff to work as Transition Specialists with dedicated hours for informing and supporting students to continue their education and training within and across member schools, and to refer them to support services as needed. An AEBG-framed student services center has been opened at one member site, and all members now have personnel acting as Transition Specialists. The consortium has informed partners and stakeholders of its work and opportunities for greater collaboration primarily through presentations at local board meetings.

Challenges to the efficiency of consortium progress were 1) the need to establish infrastructure and to reorganize Strategy Teams in order to have enough appropriately assigned staff to carry out the proposed work, 2) the late start on implementation activities due largely to spending restrictions imposed by some districts' business offices pending assurances of receipt of funding, 3) the difficulty in recruiting and hiring instructors, 4) the multidimensional issues that are part of the data collection and coordination task, and 5) the challenges inherent to establishing non-credit classes and programs at the colleges to create more transition opportunities.

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.

Locally, 13.8% of adults over 25 lack a high school diploma; that percentage increases to 32.9% if for the foreign-born; and the unemployment rate for adults in the region without a high school diploma is 15.1%. The MACC provided a wide array of training and educational services addressing the literacy, language, academic and career needs of adults across the region. Programs in ESL, ABE, AWD and CTE are offered throughout the service area and will increase incrementally as plans continue to be implemented. Adult schools in the Tri-Valley region grew significantly, and almost all member agencies added programming. The addition of Transition Specialists marks the beginning of creating seamless educational and support services for all students served by the MACC.

Challenges include making strategic decisions about the number and kinds of programs to fund - with sustainability - given uncertain funding levels beyond the 2018 - 19 school year, and identifying additional viable short-term CTE programs that lead to family wage jobs. There are waiting lists for certain programs in several subregions; limited funding and flexibility present challenges to opening enough classes to serve wait-listed students.

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

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

2016 - 17 Planned Expenditures

Program Areas	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$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
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Objectives	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	$0	$0
Total	$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.

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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 consortium is currently appraising, placing and assessing students using individual members' systems while planning to revise its Regional Assessment Plan within the context of a SuperRegional collaborative of 16 consortia. The SuperRegional collaborative consists of the 16 community college districts - the same as the 16 AEBG consortia regions - supported by the Bay Area Community College Consortium, which has taken the facilitative lead on collaboration. Through the efforts of the SuperRegion, the MACC is participating in the group hiring of a data consultant who will assess the needs of members and present recommendations regarding collaborative data collection, management and analysis - including placement and assessment data.

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
Accuplacer	College Board	Placement
CELSA	ACTT	Placement
TopsPro Enterprise	CASAS	Pre- and post-assessments, monitoring of learning gains, federal and state data reporting

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?

> The consortium continues temporarily to use individual members' data collection systems while planning to build out its approach for a comprehensive, collaborative system within the framework of the SuperRegional data effort. Until a decision is reached on which tools and systems to use for comprehensive data collection and real-time access, the consortium will depend on reports from members' currently utilized data management systems while simultaneously working toward more consistent and streamlined data collection and reporting processes. All adult schools and one of the MACC ROP members committed to using ASAP as well as CASAS. A SuperRegional data consultant will recommend an approach to aggregating, analyzing and reporting data from ASAP/CASAS users, community college student information systems and from the MACC's second ROP member. The data approach recommendation will also inform decisions regarding selection or development of a consortium-wide data system platform or dashboard.
>
> The MACC will maintain a steady focus on addressing the specific, substantial challenges of tracking students' transitions across programs and post-program employment achievements. The Alameda County WDB is a major partner in assisting the MACC in the latter endeavor.

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
ASAP	Administrative Software Applications, Inc. (ASA)	Attendance, demographics, Barriers to Employment, grades and credits, transcripts
Banner	Ellucian	Student Information System
CCCApply	CCCOC	demographics
SARS	SARS Software Products, Inc.	Counseling and Career Services tracking system

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.

The consortium's Assessment and Support Services Strategy Team has begun to address the significant challenge of aligning processes for assessment, goal-setting and career planning, placement, provision of support and transition services, and coordination of data sharing among members. The MACC continues to work deliberately toward identification of specific tools and vendors to be ultimately used, as our ultimate decisions will be informed by recommendations from the SuperRegional data effort; at present, the work focuses on simultaneous development of familiarity with each member's currently used tools and processes and the opportunities and limitations each presents in terms of potential alignment, streamlining, shared use and shared data systems and platforms.

At each of its twelve main service sites the MACC has established the presence of Transition Specialist personnel whose duties include supporting the implementation of alignment activities and support services, and to leverage related local and regional services. Transition staff includes a blend of counselors, intake specialists, transition specialists, consortium liaisons and others. Coordinated through the Assessment and Support Services Strategy Team, regional systematization and training for the Transition Specialists will ensure consistency of practice and levels of service appropriate to each site's identified needs.

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
Transitions specialists will identify gaps and opportunities for service and program development	Plans for addressing gaps and for cross-training of transition specialists	Implementation of action plans and delivery of coordinated services to students
Expand inventory of articulated classes	Facilitated and increased transitions to the colleges	Growing number of articulation agreements; number of students in articulated classes and transitioning to the colleges
Continue to narrow focus on development of particular pathways, including alignment with Strong Workforce Regional Planning initiative	Development of 2 - 3 comprehensive pathways	Training of transition specialists to support students' entry into pathways resulting in industry-recognized certifications

Objective 4: Gaps in Services

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

The 2015 - 16 objectives addressing gaps in services focused on expanding ESL, especially in communities that had suffered loss of services because of major program cuts during flexibility; expanding and improving services to AWD students in the Hayward/Eden area; and identifying and pursuing pre-apprenticeship partnerships. All objectives have been undertaken and largely met. ESL has expanded with multiple new classes in the Tri-Valley area and in the Eden area; AWD opportunities have been expanded in Hayward and AWD curricula in Castro Valley have been revised to accelerate student goal attainment for job seekers; additionally, development of a horticulture program serving AWD students has resulted in a curriculum and a pilot program is being planned; and pre-apprenticeship efforts have resulted in the offering of a Wastewater Treatment Plant Operator Training Program, a Surveyors program, and plans for additional programs in both subregions.

Other new offerings include:
·　　Early Childhood Development Bridge Class
·　　High School Diploma classes and HiSet Testing
·　　Parenting for Child Success and Computers for Parents
·　　Residential and In-Home Care Training
·　　VESL for Medical Careers

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Transitions specialists will identify gaps and opportunities for service and program development	Plans for addressing gaps and for cross-training of transition specialists	Implementation of action plans and delivery of coordinated services to students
Increase pre-apprenticeship opportunities	Addition of at least two new pre-apprenticeship programs	Implementation of programs, student enrollment, student transitions
Pursue the possibility of offering selected classes at different schools on a rotating basis	Increased access across the region; non-duplication of services	Enrollment, waiting lists, course completions

Objective 5: Acceleration

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

The main acceleration practices outlined in the 2015 - 16 plan included curriculum alignment and compression, increased strategic use of online learning, and an increased focus on writing in lower ESL proficiency levels. Through the work of the Instructional Effectiveness and Professional Development Strategy Team, faculty across all systems have reviewed and compared curricula and studied student work to assess curriculum and instruction gaps among providers. As a result, many individual faculty members have undertaken adjusting their curricula to ensure adequate focus on essential academic, learning and soft skills required in next level courses. A new emphasis on Bridge Classes has emerged; currently faculty are reviewing the Washington State Bridge to Mathematics Course to determine if it can be adopted or adapted for MACC use, and to see if it might serve as a model for development of additional courses. Computer labs are being set up or updated to increase the potential for online learning as a main or supplemental learning source. Additionally, articulation agreements between the ROPs and Adult Schools and both Las Positas College and Chabot College are being added on a regular basis and greatly facilitate student transition.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Increase co-located classes and college enrollment opportunities on adult school campuses	Facilitated and expedited transition to the colleges	Number of students in co-located classes and registering for the colleges on adult education campuses
Addition of ABE Instructor to provide contextualized support in Castro Valley CTE Medical Academy	Increased learning gains, increased persistence, higher completion rate	Measurement of learning gains, persistence, completions
Offering of GED and ESL classes and case management by Hayward Adult School on the campus of Eden Area ROP	Increased learning gains and persistence in evening Eden ROP CTE program	Tracking of students enrolled in both systems

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.

Professional development activities outlined in the 2015 - 16 plan included training in professional learning community (PLC) practices, direct engagement between employers and instructors, and members' opening school-based trainings to other members' faculty and staff. As the work of MACC's Strategy Teams has unfolded, however, professional development decisions and activities have occurred as needed and specific to each team. PLC practices are being embedded in the work of the Instructional Effectiveness and Professional Development Strategy Team; a prime example is looking together at student work from adult ed programs and community college programs, carefully identifying exactly what skills are being learned and how they are assessed, and adjusting curricula and instructional practices accordingly. The Alignment and Pathways Strategy Team has invited local employment experts to give members the latest labor market data and information to inform prioritization of pathways to develop. The Student Assessment and Support Strategy Team has dedicated significant time to member presentations informing consortium colleagues of site-based procedures and practices to inform the Strategy Team's decisions regarding alignment, streamlining and prioritization of such practices.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Continue to embed PLC practices in the Instructional Effectiveness and Professional Development Strategy Team	Greater instructional effectiveness and collaborative skills	Teacher and student feedback, learning gains
Schedule and facilitate coordinated professional development activities for Transition Specialists	Transition Specialists benefit from array of opportunities to learn about AE and CC systems; students benefit from Transition Specialists' expertise	Implementation of training and feedback from specialists and students
Conduct student survey to inform prioritization of student support services	Data to drive decisions on focus areas for student support	Identification of priorities for the Assessment and Support Strategy Team to undertake

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.

The proposed 2015 - 16 activities for leveraging resources included liaising with partner agencies, coordinating with local Pathways efforts, and offering more comprehensive services for re-entry students. An example of working with partner agencies is the Tri-Valley schools' partnering with the local One Stop to situate a MACC Transition Specialist in the office of the One Stop (see Promising Practice). The MACC is actively participating in the regional planning of the Strong Workforce Program, and the Alignment and Pathways Strategy Team will be responsive to the outcomes of the regional planning process. The re-entry services objective has been temporarily suspended due to a major shift in the circumstances of the MACC member expected to lead the effort.

Additional leveraging examples include:
- Chabot College leveraging SSSP and HSI Title V grant funding for faculty participation on Strategy Teams and for providing transition services
- Pleasanton Adult and Career Education offering classes in city-owned facilities
- Pleasanton Adult and Career Education and Castro Valley Adult and Career Education applying for grants from the Thomas Long Foundation in partnership with Futures Explored (CBO)

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Explore possibility of SuperRegional Data Effort	BACCC and 13 other consortia	Funding and expertise	Data management recommendations from Data Consultant	Content of Data Plan
Castro Valley hiring of Community Liaison Coordinator	TBD	TBD	Increase in collaboration, shared services and identified areas of potential leverage.	TBD
New Haven partnership with ROP to offer an IT Pathway and a Healthcare Pathway	New Haven Adult and ROP	Funding, staff	Offering of more robust programs serving more students	TBD

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

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