

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
15-328-10	12 Contra Costa

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
Abbate, Vittoria	Director, College and Career and Adult Education	(925) 685-7340	abbategv@mdusd.org
Giordano, Trudie	Contra Costa County Adult Education Consortium Manager	(925) 826-2838	giordanot@mdusd.org

Funding Channel

The consortium has designated a fiscal agent

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
Clark, Bill	Associate Superintendent of Business Services	(925) 942-3388	bclark@cccoe.k12.ca.us

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
Khan, Lindy	Contra Costa County Office of Education	(925) 942-3343	lkhan@cccoe.k12.ca.us	01/15/2016
Molina, Anthony	Pittsburg Unified School District	(925) 473-2314	amolina@pittsburg.k12.ca.us	12/10/2015
Norgaard, Debbie	Liberty Union High School District	(925) 634-2565	norgaard@libertyuhdsd.k12.ca.us	09/09/2015
Stone, Emily	Contra Costa Community College District	(925) 969-2113	estone@dvc.edu	03/23/2016
Rognlien, Guy	Liberty Union High School District	(925) 634-2589	rognlien@luhsd.net	09/09/2015
Berner, Jason	Contra Costa Community College District	(510) 215-4131	jberner@contracosta.edu	12/10/2015
Sachs, Jennifer	Mt. Diablo Unified School District	(925) 682-8000	sachs@mdusd.org	11/16/2015
Farwell, Kathy	Martinez Unified School District	(925) 228-3276	kfarwell@martinezusd.net	08/10/2015
Schenk, Kimberly	Contra Costa Community College District	(925) 969-2036	kschenk@dvc.edu	12/10/2015
Nicodemus, Lynne	Pittsburg Unified School District	(925) 473-4460	lnicodemus@pittsburg.k12.ca.us	12/10/2015
Santos, Michael	Antioch Unified School District	(925) 779-7500	mikesantos@antioch.k12.ca.us	10/14/2015
Mehdizadeh, Mojdeh	Contra Costa Community College District	(510) 215-3801	mojdeh@4cd.edu	12/10/2015
Ybarra, Nancy	Contra Costa Community College District	(925) 473-7405	nybarra@losmedanos.edu	12/10/2015
Buckner, Rachelle	Contra Costa County Office of Education	(510) 262-4341	rbuckner@cccoe.k12.ca.us	01/15/2016
France, Steven	Acalanes Union High School District	(925) 280-3945	sfrance@acalanes.k12.ca.us	08/12/2015
Abbate, Vittoria	Mt. Diablo Unified School District	(925) 685-7340	abbategv@mdusd.org	11/16/2015
Horan, Kevin	Contra Costa Community College District	(925) 473-7401	khoran@losmedanos.edu	12/10/2015
Garrett, Valerie	West Contra Costa Unified School District	(510) 531-1453	vgarrett@wccusd.net	09/24/2014

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.

firstamendmenttogovernanceplan.docx

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.

Contra Costa County Adult Education Consortium (CCCAEC)

Organizational Chart
2015-2016



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.

Working with the Consortium Manager, budget information and expenditures are being gathered from each member organization to be analyzed and reconciled and submitted to the State.

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
West Contra Costa Unified School District	\$2,457,146
Pittsburg Unified School District	\$2,487,992
Mt. Diablo Unified School District	\$3,439,884
Martinez Unified School District	\$1,426,676
Liberty Union High School District	\$906,459
Antioch Unified School District	\$937,866
Acalanes Union High School District	\$537,296
Contra Costa Community College District	\$239,421
Contra Costa County Office of Education	\$1,632,896
Total	\$14,065,636

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.

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: identifying additional needs and resources through improved communication between agencies, increasing bridge programs and additional opportunities for Adults with Disabilities (AWD) and Career Technical Education (CTE), increasing alignment and developing systemic articulation agreements, full mapping of course offerings, developing a robust referral system, and 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.

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
Contra Costa County Libraries; Project Second Chance	Non-Profit	Literacy skills improvement
Department of Rehabilitation	State Agency	Assisting persons with disabilities to attain and retain employment
East County Network	AB109 Funded Contractor	Transition network for the re-entry population
EASTBAY Works	Community Based Organization (CBO)	Job readiness and job search skills
Monument Impact	CBO	English classes, workshops and supportive services
Opportunity Junction	CBO	Job readiness and job search skills
Project Search	CBO	On-the-job vocational training program, job placement
Rubicon	CBO	Housing, training, employment, mental health services
San Pablo Economic Dev Corp	CBO	Job readiness, economic development
Sparkpoint	CBO	Financial counseling, career coaching
West County Re-Entry Center	AB109 Funded Program	Transition network for the re-entry population
Workforce Development Board	Government Board	Promotes a workforce development system to support a vibrant economy in Contra Costa County

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

Project Second Chance (PSC), offered by the Contra Costa County Libraries, has been a valued partner in support of adult students struggling with learning disabilities, such as dyslexia, and has assisted in the improvement of literacy skills. PSC will begin tutoring services in the Contra Costa Adult School at the West County Detention facility in 2016-17. There

are also cohort trainings offered by several Adult Ed members of the consortium (WCCUSD, MDUSD, Pittsburg USD, Liberty HSD) with the local Workforce Development Board One-Stop Centers, including Solar Technology training and Business Computer Applications. Moving forward, the vision is to expand these collaborations to other members of the consortium.

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.

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 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.

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 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 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.

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 internships.

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.

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	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$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

Key

▼ = Under

▲ = Over

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.

[12contracosta_160818105216.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.

During 2015-16, the community colleges were developing a statewide common assessment. This assessment is now in the pilot phase. The CCCAEC agreed that the community college common assessment, once formally adopted, will be the nucleus of assessment processes for English, ESL and mathematics, from which we will backwards map to CASAS, the assessment system which is utilized by all K-12 Adult Ed partners. In the meantime, sample college assessment test questions have been available for Adult Ed partners to utilize. Planning forward, we have determined that a stand-alone assessment work group is not necessary and those activities will be embedded within the existing ESL and Basic Skills work groups. To address the challenge of assessing the HS Adult Ed transcript for entry into community college, the consortium is considering a "multiple measures" methodology: a combination of placement score/s, CASAS exit exam, along with possible transcripts.

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
ASAP	Administrative Software Applications, Inc. (ASA)	Attendance, demographics, Barriers to Employment, Course Assignment to AEBG, grades/credits, transcripts
Colleague	Ellucian	Student Information System
TOPS Enterprise (TE)	CASAS	Assessments, data reporting to State & Federal for Payment Point Award funding. Information from ASAP is transferred into TOPS Enterprise system.

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 Contra Costa County Adult Education Consortium is continuing efforts to standardize data collection and continues to evaluate needs and available tools. Currently, CASAS (Tops Enterprise) and ASAP are the systems used by the Adult Ed programs and the community colleges use MIS system, CalPASS Plus, and LaunchBoard. The consortium gave input to WestEd on the metrics to include to improve reporting capabilities on specific cohorts and that input informed the design of a new Adult Ed tab to be included in LaunchBoard. The consortium is considering participating in the pilot for this reporting system. Work still needs to occur to develop intake tools that can work together seamlessly and a referral system that can track and assist outcome achievement.

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	Attendance, demographics, Barriers to Employment, Course Assignment to AEBG, grades/credits, transcripts
Colleague	Ellucian	Student Information System
TOPS Enterprise (TE)	CASAS	Assessments, data reporting to State & Federal for Payment Point Award funding. Information from ASAP is transferred into TOPS Enterprise 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.

Key strategies in 2015-16 for this objective included the formation of work groups and the hiring of a Consortium Manager and seven Transition Specialists, completed in spring and summer of 2016. CCCCDCD convened the Transition Programs and Services Workgroup to facilitate effective transitional programming and pathway development. Challenges have been encountered bringing the two discrete systems and cultures into dialogue and creating greater inclusion. Another challenge to address is streamlining the tracking of student outcomes and the referral process. Lessons learned include the importance of establishing a common professional language to further dismantle silos, systemize processes and develop a more comprehensive mapping of course offerings. All consortium members fund the work of the transitions specialists to act as the primary contact with adult learners transitioning from adult education to community college and vice versa, to coordinate educational and supportive services and to provide support to system development.

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
3.1.1 Participate in ESL/ABE/ASE development of curricular congruence between the 7 K12 adult programs to ensure consistent alignment horizontally and vertically; 3.1.2 Facilitate ongoing collaboration among ESL/ABE/ASE faculty to develop a common language around student achievement expectations	ESL/ABE/ASE curricular components are sequenced to ensure smooth student transition from adult schools to college classes.	Number of students transitioning and succeeding in the first and subsequent college courses
3.2. Develop inter-segmental infrastructures aligned to facilitate student transition	Curriculum maps, academic calendars, resources will be shared and aligned to provide clear pathways for students	The number of students transitioning from adult school to college will increase.
3.3 Facilitate assessment of adult school students by offering assessment services at adult school.	Scores on assessments will be "normed" between the systems	Students will be properly placed and success will increase.
3.4 Define work plan and generate goals for Transition and Student Services Workgroup	Priorities identified and draft action plan developed	Workgroup activities are directed by mutually agreed-upon action plan

Objective 4: Gaps in Services

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

CCCCAEC recognizes the need to align assessments across systems by establishing common measures of achievement and aligning entry and exit pathways. Leadership will assist the work groups and sub-regional efforts of CTE, ESL and ABE/ASE in these alignment efforts. There is also need to assess learning disabilities and provide appropriate accommodations and services. Other gaps identified as priorities to address in 2016-17 are: lack of childcare and financial support for costs such as supplies and transportation. Collaborative community partnerships will be sought to address these needs as well as further development of self-sustaining programs.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
4.1. Engage transitions specialists in gap analysis to determine gaps and opportunities for service and program development	Identified gaps in program development, transitional programming, and support services/hand-off points	Development of action plans and workgroups to address gaps
4.2. Develop enhanced noncredit courses to support student transitions	A minimum of 2 noncredit courses will be written and approved	Courses state approved
4.3. Replicate successful bridge program models. 4.3.1 Develop articulation agreements 4.3.2 Use contextualized curriculum 4.3.3 Provide early matriculation services 4.3.4 Focus on special pops (foster youth, incarcerated)	A minimum of 3 new bridge programs will be established	Number of students transitioning in the bridge programs.
4.4 Participate in a countywide AWD workgroup to assess how students with disabilities are served, what gaps exist, how resources can be coordinated.	Shared understanding of current programming and resources available for AWD. Plan to address gaps.	Community surveys

Objective 5: Acceleration

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

Successful models in our Consortium include Project Access (joint project for accelerated student success offering a linked ESL-Early Childhood Education course) and Project Second Chance (non-profit initiative working with Adult Ed and Community College students on literacy gains). The Consortium is looking at ways to replicate, expand and improve these programs and services to other areas. Collaborative relationships continue to develop to align assessments and share knowledge of countywide program offerings.

Successfully transitioning adult students with disabilities to the community college setting requires a formal introduction of students to the Disability Support Services Department and continued communication between programs. Without collaborative support, AWD students often drop out of classes and are reluctant to pursue higher education in the future.

MDUSD will hire a Transition Specialist in 2016-2017 to pilot individualized assistance to students by introducing them

to the DSS departments and providing information on current accommodations the student is receiving through adult education.

To insure open communication and collaborative support, a Consent to Release Information form is in process. Also, a cross-referral form is being discussed to encourage referrals for college support to the AWD program and DSS support for current and future community college students.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
5.1 Share information on acceleration activities (English, Math) with adult school partners; ensure that adult school students have appropriate access to acceleration opportunities.	Increased participation in accelerated classes by adult school students.	Number of adult school students enrolling and succeeding in college-level math and/or English classes.
5.2 Collaborate with AE partners to develop an intake assessment/ed plan at the first point of entry.	Instrument or system will be adopted to support and follow students throughout their path through Adult Education (AE) and Community College (CC)	Numbers of students persisting and meeting their established goals
5.3. Develop materials to clearly communicate course sequences and transitional services to minimize extraneous course-taking behavior	Student and AE staff-facing materials developed	Number of students transitioning to CC and course-taking behavior within defined pathways

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.

Invited members went to the AEBG Summit and many members tune in to the AEBG webinars. Several Adult Ed members attended a CASAS Summer Institute that included speakers on AEBG. Opportunities for further professional development, specifically around alignment and assessment, will be researched and decided upon.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
6.1 Schedule and facilitate coordinated professional development activities for Transition Specialists	Consortium-wide professional development calendar developed for Transition Specialists; Transition Specialists benefit from array of opportunities to learn about AE and CC systems	Surveying transition specialists on quality and quantity of opportunities engaged in
6.2 Form a countywide AWD workgroup to assess how students with disabilities are served, what gaps exist, how resources can be coordinated.	Shared understanding of current programming and resources available for AWD. Plan to address gaps.	Community surveys
6.3 Identify conferences and trainings for co-participation by CC and AE members	Increase team effectiveness, deepen understanding of opportunities and solutions related to this work	Attendance at conferences and trainings; more efficiency and teamwork
6.4 Provide introduction of students to the Disability Support Services (DSS) Department and facilitate continued communication between programs	Increase in student support to pursue continued education	Number of students meeting with DSS counselors
6.5 MDUSD plans to pilot a Transition Specialist in the 2016-2017 school year to provide individualized assistance to students and a cross-referral form is being discussed to encourage referrals for college support to the AWD program and DSS support for current and future CC students.	Increase in services to AWD seeking to transition to community college	TBD

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.

Several Adult Ed consortium members (WCCUSD, Liberty HSD, Pittsburg USD and MDUSD) work in conjunction with the Employment Human Services Department of Contra Costa County to provide services for economically disadvantaged participants who have completed the Cal-Works program and still need additional job readiness training. Pittsburg and Martinez Adult have contracts with the Department of Rehabilitation to provide services to DOR consumers.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
7.1 Map existing partnerships and identify opportunities for collaboration among agencies.	TBD	TBD	Increase in collaboration, shared services and identified areas of potential leverage.	TBD
7.2 Continue discussions with DOR, Opportunity Jct., Sparkpoint, Project Search	Department of Rehabilitation (DOR), Opportunity Jct., Sparkpoint, Project Search	TBD	Identification of primary organizations	Students becoming employed and retained in positions for 90 days and the development of a system for providing referrals and integrated services to students with disabilities who attend consortium institutions.

Section 5: Annual Plan Submission

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

That's been

- [Click here to confirm that you are ready to submit your Annual Plan.](#)