

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
15-328-46	21 Salinas Valley

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
Arps, Kristen	Project Lead	(831) 759-6021	karps@hartnell.edu

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
Tchaira, David	Interim Grants Accounting Manager	(831) 755-6835	dtechair@hartnell.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
James, Steve	South Monterey County Joint Union High School District	(831) 385-4661	sjames@smcjuhsd.org	10/21/2015
Garcia, Antonio	Soledad Unified School District	(831) 678-3987	antoniogarcia@soledad.k12.ca.us	09/09/2015
Albert, Sharon	Salinas Union High School District	(831) 753-4209	sharon.albert@salinasuhsd.org	11/10/2015
Brownfield, Emily Tsai	North Monterey County Unified School District	(831) 633-3343	emilytsai@nmcusd.org	09/27/2015
Wood, Chandalee	Monterey County Office of Education	(831) 755-6458	cwood@monterey.k12.ca.us	05/06/2016
Mendelsohn, Kathy	Hartnell Community College District	(831) 755-6827	kmendelsohn@hartnell.edu	10/06/2015
McFarland, Candice	Gonzales Unified School District	(831) 675-0100	cmcfarland@gonzales.k12.ca.us	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.



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.

[svaecorgchart2.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.

In 15-16, SVAEC Members have been asked to submit quarterly invoices, expenditure reports, budget revisions, and progress reports to the Consortium Director and fiscal agent business office. The templates for these invoices and reports were designed by the Director and fiscal agent. The expenditure and progress reports have been rolled up by the Consortium Director and certified and submitted to the State every 6 months (so far only the Period 1 report). In the Hartnell College fiscal administration system (Colleague), the Member allocations were lumped into major object code 5000 - Contract Services, but tracked separately in Excel spreadsheets in order to track and record Consortium-wide and Member funds in more detail.

In March, the templates for the Quarter 3 invoices and reports due in April to the Director and fiscal agent were altered because the State is now requiring expenditures to be reported by major object code/expenditure type, in addition by member and program area. So from now on all reporting from members to the Consortium and from the Consortium to the State will show expenditures by member, program area, and expenditure type.

In 16-17, despite the change to a pass-through process for distributing funds to Members, the Consortium Director and Fiscal Agent will still require monthly expenditure and progress reports in order to provide current snapshots of Consortium progress to Members and the public.

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 at this time

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
Gonzales Unified School District	\$255,628
Soledad Unified School District	\$342,618
North Monterey County Unified School District	\$454,242
Salinas Union High School District	\$1,716,285
South Monterey County Joint Union High School District	\$78,500
Monterey County Office of Education	\$28,000
Hartnell Community College District	\$614,866
Total	\$3,490,139

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.

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

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

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

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

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

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

As a Consortium, the SVAEC will increase efforts in marketing and outreach (now that programs are more established they can increase enrollment); partnership-building (particularly with industry and other LEA initiatives to develop adult

career pathways); student/program data collection and reporting; and collaborative professional development (particularly for new AE teachers).

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

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
No Data		

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

The Monterey County Office of Education’s Alternative Education Office worked tirelessly to bring valuable workforce prep and career pathway training to its 18+ incarcerated youth population this year through alternative funding sources and partnerships with employers, CBOs, public agencies, and other LEAs. They contracted with Turning Point for workforce prep services (interview and resume-building, dress for success, time management, professional training and career pathway guidance for specific positions/careers, etc.), work experience/internship placement and then ongoing job search support. To provide the hands-on training for students in 3 career pathways - Diesel Mechanics, Information Technology, and Transportation/Aviation - they partnered with Hartnell College for Diesel Mechanics training; Oracle and the local airport for aviation and pilot license training; Loaves and Fishes and Computers for IT equipment and training; and the Office of Employment Training for continued job training and placement. For additional academic support they partnered with CSU Monterey Bay to have student teachers teach and tutor their students, including reading specialists. They also partnered with local organizations Jump into Math and #1 Academia de Servicio Tutoria for additional tutoring. This type of innovative, full-service programming, made possible through diverse partnerships, serves as a model for others.

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.

SVAEC Members expanded the levels and types of AE programs in the region, particularly ESL and ABE/ASE/HSE. Two examples of great impact: South Monterey County district provided AE for the first time since 2008 and in 4 months served 231 adult learners with 4 ESL classes and 1 HSE class; Soledad Adult School offered HSD/HSE instruction and HiSET testing for the first time in 4 years and saw 20 adult learners obtain their HSD and 41 students pass the HiSET exam.

New classes and services added in 15-16:

- ESL sections (new types, levels, and times) added by 4 adult schools
- ABE/ASE/HSE sections (new types, levels, and times) added by 5 adult schools
- HiSET testing services added by 2 adult schools
- Citizenship and EL Civics added by 3 adult schools
- Family Literacy added by 1 adult school
- Computer instruction added by 1 adult school and Hartnell College
- More technology-based teaching/learning used to enhance AE classes by all members
- CTE instruction and academic support services added by MCOE (Diesel Mechanics, IT, Transportation) and Hartnell (Building Trades and Ag)
- Additional workforce prep and career counseling added by MCOE and Hartnell

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

Many challenges and barriers to expansion and improvement persist:

- Limited space/facilities (for instruction, testing, administration, childcare; many adult classes still provided in evenings in elementary and secondary school classrooms)
- Shortage of qualified instructors, support staff, and childcare providers (in 15-16 it took a very long time to fill positions, and several positions still remain unfilled)
- High turnover in 15-16 - many districts had changes in personnel due to teachers, support staff, and administrators leaving/retiring or out on leave; it was hard to replace them and continuity in programming and progress was impaired
- Data collection very challenging, especially for non-WIOA agencies for whom this is pretty new and for districts building AE programs back up from nothing; hard with little guidance and changing requirements from State
- AEBG timeline challenging, especially with late funding, tight deadlines, changing requirements for reporting - hard when trying to be thoughtful, intentional, smart in this initial building phase

- Conducting needs assessments and outreach and recruitment, designing programs and class schedules that match adult learner needs, and creating clear pathways and smooth transitions for students into postsecondary and the workforce are all incredibly challenging with the high number of migrant and undocumented adults in the Salinas Valley

Regional 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.

More instructional and non-instructional programs and services for adult learners were added and more easily accessed because many gaps in services and resources were addressed:

- Instructor positions created/filled
- Support staff positions created/filled
- Administrator positions created/filled
- Facilities added (AE-dedicated portables)
- Curriculum developed
- Curriculum/instructional materials and software purchased
- Assessment materials and software purchased
- Equipment for instruction and program administration purchased
- Childcare offered
- Transportation assistance offered
- Marketing and outreach increased

One incredibly valuable service offered in 15-16 was increased outreach, student support, and Consortium involvement by Hartnell's College Pathways Coordinator (SSSP funded). Through contacts made via the Consortium, she visited adult schools to conduct workshops, orientations, tabling, and class presentations in an effort to increase awareness of the college admissions process, programs and services offered at Hartnell, and how to access postsecondary education as an AB540 students. She also conducted campus tours for adult school students and teachers so they could become familiar and comfortable with the college campus. The College Pathways Coordinator was also an active participant in the Consortium Steering Meetings and Professional Learning Communities, where she offered and gathered valuable input about the needs of non-traditional adult students.

Progress is being made in meeting regional adult education and training needs, but there remain many challenges.

Adult Student Challenges/Barriers/Gaps/Needs:

- English language instruction (for employment/career advancement and to be more actively involved in children's schooling/learning)
- Computer training
- Childcare and transportation assistance in order to access AE services
- Support services like college and career advising, educational planning, transition support
- Bridge programming that helps adults transition from adult schools to college, as well as from ESL to ABE/ASE/HSE
- Affordable, open-access technical training that leads to high-wage jobs
- Contextualized and experiential learning - academic instruction with hands-on training and work experience
- Learning disability assessment and accommodations
- Basic literacy instruction in English and Spanish
- Limited options due to undocumented status, which impedes access to postsecondary education and work opportunities
- AE class calendar does not always match the seasons, which is challenging due to the migrant nature of much of the adult population, who move in and out of the area to follow agricultural jobs

AE Provider Challenges/Barriers/Gaps/Needs:

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

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 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.

[21salinasvalley_160822193506.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.

All 5 adult schools and select AE pilots at Hartnell College will continue using CASAS for student assessment, placement, and tracking. Schools that offer HSE will also use HiSET, GED (English and Spanish), and Apex (NMSCUSD using for Diploma Plus program), among other assessment tools integrated into curriculum, like Kaplan and Cambridge. MCOE uses Northwest Education Assessment (NWEA), which may be explored by other members. Another new tool may be the CSU-developed Expository Reading and Writing program, which includes assessment, curriculum, and transcribed student progress/status; Salinas Adult School is exploring this and others might consider it. Other assessments are faculty/teacher-developed, such as Hartnell's ESL assessment and the pre- and post- test created for their Spanish Office Tech pilot. As providers expand offerings, they will expand assessment practices, e.g. CASAS will be used for Citizenship/EL Civics and Northstar Digital Literacy Assessment for Digital Literacy. MCOE uses Virtual Job Shadow and Odysseyware software for workforce prep/career development assessments, plans, and tracking. The Consortium's PLCs have provided a venue for teachers and administrators to share information about resources like assessment tools.

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
No Data		

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?

By the end of Year 1, all 5 adult schools were using CASAS/TopsPRO Enterprise and ASAP for student data management, and that will continue in 16-17. Soledad will also use Aries for AHSD students transitioning from high school. Hartnell will continue to use Colleague, although for special programs, support services, and pilot course, it is predominantly using Excel. All members are considering how to track data for non-instructional services, like college and career counseling; they are hoping to use ASAP for this, and will use sign-in sheets, appointment logs, and other staff records for backup. MCOE has its own systems/tools. In terms of bridging all 7 Consortium members' data, the SVAEC is exploring K-16 Bridge Data System, which could potentially also integrate with the regional ROP JPA data for CTE programs, and is already integrated with ASAP. SVAEC has agreed to participate in the Bay Area CCC's collaborative superregional Data & Accountability project, as well as the WestEd AE Dashboard project.

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.

Salinas started the process for hiring a counselor for the first time to conduct college and career advising and provide transition support to adult learners; should hire by fall 2016.

Hartnell's College Pathways Coordinator (SSSP-funded) was extremely active with Consortium Members and their students. She did significant outreach to adult schools in the form of college readiness and Hartnell Steps-to-Success workshops, tabling, and class presentations. She also was an active participant in the Consortium's PLCs, and has connected Members to new community partners.

MCOE offered a new robust workforce prep program for 18+ incarcerated youth (career exploration/ development, work experience, and soft skills development with the Turning Point program and Odysseyware and Virtual Job Shadow software). Other members started the hiring process for instructors and acquired software and equipment for workforce prep, career development, college prep, and digital literacy programming.

The Consortium's ESL Professional Learning Community (PLC) continued its important program alignment work; a new Basic Skills PLC started in the spring.

A formal hiring process was conducted for a FT Consortium Director to coordinate program integration and collaboration; in March 2016 the Interim Director was made permanent. In March a PT Program Assistant was hired to support the Consortium.

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
Counseling for college and career pathway advising and transition support for all AE students	<ul style="list-style-type: none"> Increased persistence/retention Increased transition to postsecondary or workforce Students will be more informed of college and career options, pathways, and resources Adult schools will have additional liaisons to work with Hartnell College and other members and partners 	<ul style="list-style-type: none"> Numbers/percentages of students who: <ul style="list-style-type: none"> Are served Develop education and career plans Transfer to postsecondary Transfer into workforce training Obtain employment Number of workshops/trainings for: <ul style="list-style-type: none"> Students Staff and instructors Tracked by sign-in sheets, staff notes/records, and ASAP
Workforce Preparation instruction and support for career exploration and development, soft skills development, and digital literacy	<ul style="list-style-type: none"> Students will be informed of career options and equipped to choose and follow a viable career pathway that matches their skills and interests Improved basic skills (language, math, computer) and soft skills Improved ability to search and apply for jobs or internships Increased transition to workforce and/or increased wages 	<ul style="list-style-type: none"> Numbers/percentages of students who: <ul style="list-style-type: none"> Are served Develop career plans Transfer into further job training Obtain employment Increase wages Number of workforce prep courses, workshops, trainings offered Tracked by registration forms, sign-in sheets, instructor/trainer records, CASAS and ASAP, other software
Bridge Programming for adult learners transitioning to community college	<ul style="list-style-type: none"> Increased enrollment at Hartnell College by non-traditional adult students Increased awareness of and preparedness for courses, programs, and services at Hartnell Improved English language skills, communication skills, math skills, study skills, time management skills, test-taking skills, etc. Increased persistence and completion of Hartnell courses and programs 	<ul style="list-style-type: none"> Numbers/percentages of students who: <ul style="list-style-type: none"> Enroll in and complete bridge programs Enroll and persist at Hartnell Improve basic skills and soft skills Develop education and career plans Number of bridge courses/programs offered
Program Alignment through Consortium Professional Learning Communities (PLCs) comprised of ESL, Basic Skills/HSE, and CTE instructors, support staff, and administrators	<ul style="list-style-type: none"> Increased communication and coordination between AE providers in the region Engagement of instructors/faculty in the planning and implementation processes, drawing on their expertise and connection with students Student-centered strategies that accelerate learning, ensure smooth transitions for students between levels/programs/institutions, and increase communication and collaboration between providers Clearly defined and mapped out educational pathways for adult learners in the region Aligned adult education programs in the region, with complementary course sequences, curriculum, outcomes, and assessments Where full alignment is not possible, crosswalks between programs or levels 	<ul style="list-style-type: none"> Quantity and quality of recommendations to the SVAEC on strategies to better serve adult learners in the region Quantity and quality of maps of regional educational pathways and resources for adult learners in each program area Aligned curriculum and/or standards between programs and institutions, particularly adult schools to Hartnell College Crosswalks for student assessment and placement, particularly adult schools to Hartnell College Qualitative feedback from students, instructors, advisors/counselors, support staff, and administrators Number of hours spent meeting and working together and independently
Consortium Administration	<ul style="list-style-type: none"> Effective coordination of Consortium Timely and accurate reporting to the State on Consortium performance and expenditures Member and partner support Increased visibility of and advocacy for adult education in the region New partnerships for the Consortium 	<ul style="list-style-type: none"> Consortium compliance and fulfillment of State requirements Regular communications and meetings Member awareness of AEBG requirements and guidelines Regional awareness and visibility of the Consortium and adult education in general Active member and partner engagement in Consortium activities Submission of accurate and comprehensive AEBG deliverables in a timely manner, including regional plans, budgets, and reports

Objective 4: Gaps in Services

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

Gonzales, Soledad, and SMCJUHSD (South Monterey County) added and filled new ESL instructor positions. The quantity and variety of ESL classes offered in the region increased; more adult ELLs were served in more locations. ABE/ASE/ HSE programs expanded in Gonzales, NMCUSD (North Monterey County), Soledad, and SMCJUHSD. Gonzales and Soledad became new HiSET testing centers. Consortium HSE offerings included HiSET, GED (Spanish and English), and High School Diploma (Independent Study, Diploma Plus, other). Support staff positions/hours were added for student intake, assessment, data collection/reporting, and testing at all adult schools. New citizenship/EL Civics classes/modules/workshops were added in Gonzales, NMCUSD, and Soledad. New computer equipment, software, and curriculum were purchased by all members to expand and enhance instruction and improve students' digital literacy. All Adult Schools acquired CASAS, TopsPro Enterprise, and ASAP for student assessment and data tracking.

Gonzales and NMCUSD provided childcare for AE students; NMCUSD also offered transportation assistance. Gonzales and Salinas purchased portables for their AE programs to increase capacity for instruction, training, testing, and counseling. All members increased outreach efforts. The Consortium contracted with a marketing firm for the development of a logo and website.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
ESL Classes	<ul style="list-style-type: none"> • Students will increase their English skills/literacy levels • Students will increase other skills through integrated ESL curriculum, such as Citizenship/Civics, Computer, Math, and technical skills • Students will be prepared to advance to higher levels of education and/or job training or employment 	<ul style="list-style-type: none"> • Number of ESL courses offered, particularly leveled courses rather than less effective multi-level ESL courses • New types of courses offered like Spanish Literacy, ESL Computers, ESL-CTE, and summer programs • Numbers/percentages of students who: <ul style="list-style-type: none"> - Complete a leveled ESL course - Progress at least one ESL level (either within a multi-level course or on to another course) - Transition to postsecondary (ESL or other) - Transition to workforce training that requires English skills - Obtain employment that requires English skills • Measured and tracked using CASAS and ASAP
ABE/ASE/HSE Classes (incl. HSD, Diploma Plus, HiSET, GED - English & Spanish)	<ul style="list-style-type: none"> • Increased number of students with a high school equivalency certificate or diploma, in Spanish and English • Increased opportunities for adults with HSD/HSE: postsecondary education, job training/CTE, and employment with more earning potential • Improved English and math skills 	<ul style="list-style-type: none"> • Number of Basic Skills and HSE courses offered • Numbers/percentages of students who: <ul style="list-style-type: none"> - Improve basic English and math skills - Pass a high school equivalency exam leading to a certificate or diploma - Transfer to postsecondary - Transfer to workforce training - Obtain employment that requires a HSE certificate/diploma - Earn wage increases • Measured and tracked using CASAS and ASAP
HSE Testing (HiSET, GED - English & Spanish)	<ul style="list-style-type: none"> • Increased access to testing throughout the region • Increased number of students with a high school equivalency certificate or diploma • Increased opportunities for adults with HSD/HSE to transition to postsecondary education, job training/CTE, and employment with more earning potential 	<ul style="list-style-type: none"> • Number of tests administered
Citizenship/EL Civics Classes, Modules, Workshops	<ul style="list-style-type: none"> • Increased number of adults with access to instruction that prepares them to take the USCIS exam • Increased number of adults who become U.S. citizens, resulting in increased employment opportunities and access to in-state tuition at the postsecondary level, among other things • Increased civics knowledge and involvement • Improved literacy skills 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Complete a Citizenship course/workshop - Take and pass the citizenship exam and obtain citizenship - Increase civics knowledge - Improve literacy skills • Measured and tracked using CASAS and ASAP
Adult Ed Program Coordination (district level)	<ul style="list-style-type: none"> • Successful development, implementation, maintenance, and assessment of new and existing AE programs and services, with an aim to continually expand and improve them • Increased AE offerings, student enrollment, and student progress • Active participation in the planning and coordination of AE strategies and initiatives at district and Consortium levels • Effective management of resources • Accurate and thorough student data collection and reporting, and activity and expenditure reporting • Effective leveraging of district and regional resources and partnerships 	<ul style="list-style-type: none"> • Successful development, implementation, maintenance, and assessment of new and existing AE programs and services, with an aim to continually expand and improve them • Increased AE offerings, student enrollment, and student progress • Active participation in the planning and coordination of AE strategies and initiatives at district and Consortium levels • Effective management of resources • Accurate and thorough student data collection and reporting, and activity and expenditure reporting • Effective leveraging of district and regional resources and partnerships • Increased: <ul style="list-style-type: none"> - AE programs and services (quantity, types, levels) - Student enrollment - Student progress in achieving goals - Number of new and/or strengthened partnerships that benefit AE program goals - Amount of alternative resources leveraged - Breadth and accuracy of data collected, tracked, reported - Quality and timeliness of activity and expenditure reporting
Adult Ed Program Support: Student Recruiting, Intake, Assessment, Data Collection and Reporting, Test Proctoring, Clerical Support	<ul style="list-style-type: none"> • Increased student enrollment • More accurate placement of students • More accurate and consistent data collection and tracking 	<ul style="list-style-type: none"> • Increased: <ul style="list-style-type: none"> - Student enrollment - Accuracy of placement, measured by student retention, progress, and completion - Accuracy and consistency of data - Ability to track students and measure outcomes during and after • Measured and tracked using CASAS and ASAP and other program records (at Hartnell using Colleague and other A&R Systems)

Activity	Outcomes Expected	Method of Assessing Impact
Learning Disability Specialist for the Hartnell College Accommodation and Accessibility Program for Adults with Disabilities (with potential service to entire Adult Ed Consortium)	<ul style="list-style-type: none"> • Increase in DSPS services for students at Hartnell Regional (satellite) Campuses (currently very limited) • Services for students enrolled in special programs (those other than for-credit courses), e.g. HEP, AEBG pilot programs, etc. • Working with Consortium (fellow Members) to find ways to provide LD assessments for students at adult schools as well as additional resources to provide reasonable accommodations for AWD • Professional development training for best practices in accessibility will be offered each semester to Hartnell and regional partners 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Are aware of AWD resources and understand the assessment and accommodations process - Access and benefit from disability assessments and accommodations - Are from locations and programs not previously served by Hartnell DSPS • Numbers/percentages of instructors and staff who: <ul style="list-style-type: none"> - Increase awareness and understanding of AWD needs and DSPS resources and processes - Participate in and benefit from professional development sessions on AWD/DSPS • Assessed via surveys and number of students and instructors/staff served
Software for Student Assessment, Instruction, Data Collection and Reporting (CASAS & TOPSPRO Enterprise)	<ul style="list-style-type: none"> • Student progress will be accurately and consistently assessed • Student enrollment, performance, and other data will be accurately recorded • Instructors, staff, and administrators will have accurate student data for assessing program efficacy and accountability/reporting • Students will be placed appropriately • Adult schools in the region will be aligned in the ways and types of data collected 	<ul style="list-style-type: none"> • Number of students who: <ul style="list-style-type: none"> - Are assessed, particularly post-tested - Progress to higher levels (due to appropriate placement) • Accuracy and breadth of student data reported • Ability for regional providers to track and share data
Student Information System for Consortium Adult Schools (ASAP 3.0; Aries Attendance Program)	<ul style="list-style-type: none"> • Student progress will be accurately and consistently assessed • Student enrollment, performance, and other data will be accurately recorded • Instructors, staff, and administrators will have accurate student data for assessing program efficacy and accountability/reporting • Students will be placed appropriately • Adult schools in the region will be aligned in the ways and types of data collected 	<ul style="list-style-type: none"> • Number of students who: <ul style="list-style-type: none"> - Are assessed, particularly post-tested - Progress to higher levels (due to appropriate placement) • Accuracy and breadth of student data reported • Ability for regional providers to track and share data • Number of students utilizing the transportation service • Number of students enrolled in classes
Transportation Assistance for Adult Learners	<ul style="list-style-type: none"> • More adult students will be able to attend AE classes, particularly in the evening • The Consortium will be able to see what impact this makes and might decide to implement it in other parts of the region 	<ul style="list-style-type: none"> • Number of students utilizing the transportation service • Number of students enrolled in classes
Childcare for Adult Learners	<ul style="list-style-type: none"> • More adult students will have access to AE classes, particularly in the evening 	<ul style="list-style-type: none"> • Number of students utilizing the childcare service • Number of students enrolled in classes
Facilities (portables)	<ul style="list-style-type: none"> • More classes will be offered and more students served, especially ESL and HSE students • There will be dedicated space for adult education programs and services, which increases visibility and accessibility for adult learners, among other things 	<ul style="list-style-type: none"> • Number of courses offered • Number of students served • Utilization of space specifically for adult education programs and services
Outreach and Marketing: Consortium website and other marketing materials; member district outreach and advertising; outreach to regional adult learners by Hartnell's College Pathways Coordinator and other faculty and staff	<ul style="list-style-type: none"> • Increased student and community awareness of adult education programs and services in the region, leading to increased referrals and access to and utilization of services • Increased awareness of the Consortium, its members and partners, leading to a stronger regional adult education system 	<ul style="list-style-type: none"> • Website developed with information about individual member and partner programs and services, and Consortium information • Number of site visits tracked • Regional adult education brochures, advertisements, and other marketing tools • Increased student enrollment in adult education programs, tracked by the number of student referrals resulting from the various marketing tools (info gathered on intake forms and qualitatively by support staff and instructors)

Objective 5: Acceleration

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

Burlington English software was purchased and utilized by 4 Members; the language instruction and career pathway exploration modules proved very effective.

Gonzales started a successful Family Literacy and Parent Education program.

MCOE started a robust workforce development and CTE program for its 18+ incarcerated youth, including Diesel Mechanics, Information Technology, and Transportation/Aviation pathways.

Hartnell developed an Intro to Building Trades pilot that integrated technical training, content-based English language and math instruction, and career exploration/development components.

Hartnell ESL and CTE faculty researched and developed a plan for offering supplemental academic support for CTE students who need to improve their basic English and math skills. The trade-specific content-based lessons/activities will be accessible on computers and mobile phones for CTE students at Hartnell and throughout the Consortium, and can be utilized

for free by students, instructors, tutors, family members, and community members.

Hartnell developed and piloted a 3-level office technology series in Spanish; levels 1 and 2 were successful; all 3 levels will be offered in 16-17.

Hartnell's Agricultural & Business Technology Institute developed a new Farmworker Education & Advancement program, received funding from the Consortium and ag industry, and created a Project Director position that should be filled by fall 2016.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
CTE Foundations Courses for 18+ Incarcerated Youth - Pathways in Diesel Mechanics, Information Technology, Transportation	<ul style="list-style-type: none"> • Access to training not normally available to the 18+ incarcerated youth population • New opportunities for participants in Diesel Mechanics, IT, and Transportation career pathways • Increased math, technical, and communication skills 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Enroll and persist - Improve literacy, basic skills, and technical skills - Transition to postsecondary - Transition to more advanced technical training - Obtain employment <p>Assessed with pre- and post-assessments; course completion data; tracking of progress of short and long-term college and career transitions</p>
CTE Classes in Office Technology and Medical Office Technology (with VESL components); possibly in CNA, Auto Technology, Welding	<ul style="list-style-type: none"> • Increased number of students served overall • Increased student knowledge and skills in office technology (or other tech skills) • Improved English and communication skills • Increased number of adults prepared for employment or job advancement and increased earning potential in jobs that require office technology skills 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Improve computer/technology skills (or other tech skills) - Improve English and communication skills - Complete the course, earn certificate - Transition to more advanced workforce training - Obtain employment - Earn wage increases • Measured and tracked by CASAS and ASAP
Burlington English: ESL software for language development and career exploration	<ul style="list-style-type: none"> • Improved ESL skill levels • Improved computer skills • Increased awareness of career options and pathways • Instructor and student access to innovative technology-based curriculum 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Utilize the software - Improve literacy skills • ESL skill levels measured and tracked by Burlington English and CASAS, and other methods used by ESL instructors
Northstar Digital Literacy Assessment Tool	<ul style="list-style-type: none"> • Comprehensive digital literacy assessment for AE students • Improved student assessment and placement • Improved curriculum and instruction • Improved computer skills for adult learners 	<ul style="list-style-type: none"> • Number of students assessed using Northstar • Student and instructor satisfaction with Northstar • Number of students persisting in and completing computer classes
Basic Computer Skills / Office Technology Instruction (some in English, some VESL, some in Spanish)	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> - Improve their basic computer skills - Have access to curriculum delivered through technology - Be better prepared for transitions to college, career/workforce training, employment • Instructors will be able to deliver content in multiple ways 	<ul style="list-style-type: none"> • Number of students who: <ul style="list-style-type: none"> - Improve skills - Complete courses - Progress to higher level instruction • Instructor assessment of student progress through observation, students' successful completion of assignments, and test results • Northstar Digital Literacy Assessment and other computer skills assessments will be used • Tracked in ASAP and other systems
CTE Student Academic Support: Contextualized learning modules that focus on basic math, English and ESL instruction that are trade specific, to help accelerate CTE students toward course completion. This supplemental instruction includes short, instructional videos and contextualized practice and application activities in targeted CTE trades, which are delivered online (preferably viewable through cellular phones) and by tutors, basic skills coaches, and instructors.	<ul style="list-style-type: none"> • Acceleration of student progress in postsecondary CTE classes due to improved basic English and math skills and improved technical knowledge and skills • Increased faculty collaboration • Development of innovate curriculum and content delivery methods • New resource(s) for entire Consortium • Prospective students considering a trades career can learn from and sample the modules before starting their trade training 	<ul style="list-style-type: none"> • Improved technical skills and language/math skills of CTE students, shown with pre- and post-assessments • Increase in student success and in CTE classes and completion of programs • Quantity and quality of lessons/modules developed • Number of students utilizing this academic support service • Amount of faculty involvement • Qualitative feedback from students and faculty
Trades Career Exploration and Development Series	<ul style="list-style-type: none"> • Increased student awareness of career options and pathways in the trades: electrical, welding, carpentry • Improved student technical, math, and language skills • Improved understanding of employer needs and expectations and industry requirements • Student advancement along educational and career pathways in the trades, at Hartnell and beyond • Increased potential for employment in high-wage jobs 	<ul style="list-style-type: none"> • Numbers/percentages of students who: <ul style="list-style-type: none"> - Participate in courses/workshops/event - Improve language, math, and technical skills - Enroll in CTE courses and pursue certificates or degrees in the trades - Transition to jobs in the trades and/or increase wages • Measured by pre- and post-tests (including CASAS basic and soft skills), instructor assessments, program completion, and subsequent enrollment in Hartnell CTE courses
Farmworker Education Program: Content-based education program using iBest model for farmworker education and advancement: basic and advanced horticulture, English, mathematics, computers, and workplace/soft skills. Initial foci in berries and floriculture with subsequent potential in leafy greens and viticulture cropping systems.	<ul style="list-style-type: none"> • Adult learner acceleration in English and technical skills through integrated ESL and Agriculture training • Increased potential for employee advancement due to increased knowledge, skills, and confidence • Improved communication and productivity in the workplace, resulting in economic benefits for employees, employers, and the region • More educated and adaptable workforce capable of utilizing new technologies • More industry partnerships established/strengthened for Hartnell and the Consortium 	<ul style="list-style-type: none"> • Student enrollment • Employer participation and support • Student progress: <ul style="list-style-type: none"> - Improved literacy, math, and technical skills - Readiness to progress to next class level - Upward mobility on the job (increased responsibilities, increased wages) • Student and program assessment: <ul style="list-style-type: none"> - CASAS (core academic skills and soft skills assessment) - Faculty assessments within classes - Student/employee testimonials - Employer testimonials

Activity	Outcomes Expected	Method of Assessing Impact
Family Literacy and Training for Adults to Support Child School Success	<ul style="list-style-type: none"> Parents and school children will increase their English language skills Parent involvement in their children's academic success will increase Parents' awareness of adult education services in the region will increase with more exposure through this program 	<ul style="list-style-type: none"> Numbers/percentages of: <ul style="list-style-type: none"> Parents who participate Parents who improve their English literacy skills School children who improve their English literacy skills Measured and tracked with CASAS, sign-in sheets, and tools used by elementary schools

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.

The Consortium proved a valuable resource for participating AE providers. The ESL and Basic Skills PLCs provided a venue for instructors, staff, and administrators to connect with and learn from each other, in addition to working together to provide valuable input and recommendations to the Consortium. A collaborative spirit developed, and more experienced districts were able to give advice and guidance to districts newer to AE.

Salinas Adult School hosted regional CASAS Network Meetings, where members learned about new developments with CASAS, TopsPro, and WIOA. The Consortium adult schools also participated in ASAP training together. In July 2016, the Consortium Director offered informational and technical support sessions for the AEBG year-end reporting requirements; these were well-attended in person and virtually. The Director also conducted individual Year 1 to Year 2 transition meetings with each member district to help in reporting, planning, and reflecting on successes, challenges, and lessons learned. The AEBG project leads from the region (Salinas Valley, Gavilan, Santa Cruz, and Monterey Peninsula), also met a few times to share ideas and information.

Consortium participants, predominantly teachers, attended the following conferences/trainings in 15-16: CASAS/TopsPro Network Meetings, CASAS Summer Institute, ASAP Users Meeting and Consortium online trainings, OTAN Technology & Distance Learning Summit, EL Civics & Citizenship Conference by CASAS, CCAE, National Council of Math Teachers Conference, CTE Data Meeting, BACCC regional consortia meetings, Hartnell Curriculum Institute, local CATESOL Steinbeck Chapter events, Northern CA Regional CATESOL meeting, Educating for Careers Conference, and the AEBG Summit in September 2015

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Collaborative Professional Development: Locally-organized trainings, including new AE teacher trainings and learning disabilities trainings; CASAS, ASAP, CalPro, OTAN	<ul style="list-style-type: none"> Informed, trained, confident, and effective AE instructors with sufficient knowledge of AE pedagogy, unique adult learner barriers and needs, and innovative instructional strategies Current information on best practices and successful models for AE student support, instruction, acceleration, and transition Increased regional alignment of standards, methods, and tools for student assessment, placement, instruction, and tracking 	<ul style="list-style-type: none"> Number of participants from each Member district Application of new knowledge and skills, resulting in more effective instruction, assessment, student support, data collection and reporting, etc. and in improved performance measures Student enrollment, retention, acceleration Qualitative feedback from students, teachers, staff, administrators Involvement in a diverse range of stakeholders (different positions, levels, institutions, program areas) in the planning and provision of PD
Conferences: AEBG, ACCE, ASAP, CASAS, CATESOL, CCAE, CCAOE, CPRN, HiSET, TDLS, 3CSN, RP Group...	<ul style="list-style-type: none"> Informed, trained, confident, and effective AE instructors and administrators with sufficient knowledge of AE pedagogy, unique adult learner barriers and needs, and innovative instructional and support strategies Current information on best practices and successful models for AE student support, instruction, acceleration, and transition 	<ul style="list-style-type: none"> Number of conferences attended and number of attendees from each Member district Attendance by a diverse range of stakeholders Application of knowledge and skills gained at conferences, resulting in program improvement and student acceleration Sharing of knowledge and skills gained with colleagues in the Consortium
Consortium Professional Learning Communities (PLCs) for ESL, Basic Skills/HSE, and CTE instructors, support staff, and administrators	<ul style="list-style-type: none"> Increased communication and coordination between AE providers in the region Increased knowledge of AE methods, models, curricula, technology, and other resources Engagement of instructors in the Consortium planning, implementation, and assessment processes Student-centered strategies that accelerate learning, ensure smooth transitions for students between levels/programs/institutions, and increase communication and collaboration between providers Aligned adult education programs in the region, with consistent standards; complementary course sequences, curriculum, outcomes, and assessments; and common data collection practices 	<ul style="list-style-type: none"> Number of participants and number of hours spent meeting and working together and independently Deliverables produced for the Consortium, i.e. asset maps, education and career pathway maps, curriculum and assessment alignment or crosswalks, shared resources Qualitative feedback Student performance and overall AE program and Consortium effectiveness

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.

Consortium members forged new and strengthened existing partnerships to further their mission to expand and improve AE services in the Salinas Valley. Elementary and secondary schools contributed space, personnel, and other resources. Outreach and recruitment efforts were aided by public libraries, CBOs, and the MCOE Migrant Ed Office. Some AE classes were held at churches, housing complexes, and the Soledad Correctional Facility. Monetary and other contributions were made by employers, as well, most notably by Oracle and the local airport for CTE training at MCOE's court school, and by Driscoll's community collaboration office for Hartnell's new Farmworker Education and Advancement Program. The WDB and local electrician's union, the IBEW, helped start a pilot building trades pre-apprenticeship course by Hartnell held in Soledad. And the Mission Trails ROP JPA partners significantly with SVAEC members. Leveraging more regional resources is a priority for the Consortium in 16-17.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Instruction at offsite locations	Salinas, North Monterey, and Gonzales Public Libraries; Soledad Correctional Facility; Agriculture employers; elementary & secondary schools; HUD/CHISPA; labor camps	Space/facilities for instruction; students; funding in some cases	Increased and expanded AE classes and services	Enrollment and student progress data Qualitative input from students, instructors, partners
Outreach and recruitment	Public libraries, One-Stop Centers, MCOE Migrant Ed, Mission Trails ROP, Action Council, Hartnell Student Services, Salinas Valley Community Church Literacy Center, Community Foundation	Adult learner access for outreach and recruitment, referrals to AE services	Increased and expanded enrollment	Enrollment data
Funding and student work experience	Employers - Agriculture, IT, Diesel Mechanics, Transportation/Aviation	Funding, student work experiences, expertise, input on employer and industry needs and expectations, access to employees	Increased programming and work experience for adult learners	Enrollment data Job placement data Increased wages data
AE instructors and tutors	CSU Monterey Bay and Middlebury Institute of International Studies	Student teachers, tutors, new instructors	More instruction	Levels and types and quantity and locations of programs and services

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.

