

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
15-328-27	31 Gateway (Merced)

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
Reynoso, Vilma	Consortium Coordinator	(209) 325-2810	vreynoso@muhsd.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
Urquidez, Andre	Senior Accounting Manager	(209) 384-6202	andre.urquidez@mccd.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
Reynoso, Vilma	Merced Union High School District	(209) 325-2810	vreynoso@muhsd.org	
Glass, Debra	Merced Union High School District	(209) 385-6430	dglass@muhsd.org	08/12/2015
Whited, Mary	Merced County Office of Education	(209) 381-6677	mwhited@coe.org	10/19/2015
Conner, EdE, Shelly	Merced Community College District	(209) 381-6585	shelly.conner@mccd.edu	09/15/2015
Naranjo, David	Mariposa County Unified School District	(209) 742-0241	dnaranjo@mariposa.k12.ca.us	08/27/2015
Enos, Paul	Los Banos Unified School District	(209) 826-3801	paulenos@losbanusd.k12.ca.us	11/12/2015
Alley, Donna	Le Grand Union High School District	(209) 389-9400	dalley@lghs.k12.ca.us	10/14/2015
Rivera-Pantoja, Denise	Gustine Unified School District	(209) 854-2664	driverapantoja@outlook.com	11/12/2015
Lemos, Frank	Dos Palos Oro Loma Jt. Unified School District	(209) 392-1043	flemos@dpol.net	08/26/2015
Melara, Adolfo	Delhi Unified School District	(209) 656-2000	amelara@delhiusd.org	10/13/2015

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.

[mercedregionalaecorcchart.pdf](#)

Fiscal Management

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

The Fiscal Agent is requesting bi-annual Financial Status Reports (FSRs) from its members. The FSRs are reviewed for completeness of appropriate support documentation and ensuring it is consistent with the submitted work plans. Once reviewed by the Accounting Technician, they are routed to the Fiscal Agent's Program Director for additional review. The FSRs are routed back to Fiscal for record keeping. As a Consortium, we have opted to operate on an upfront disbursement of funds of 1/12th of each member's award, which will be paid each month. Each member will submit a monthly invoice requesting 1/12th of their funds with no backup required at the monthly invoice request. The Fiscal Agent then reviews the reported expenditures against the approved member's budgets. If budget transfers are needed, they are requested at that time. The members complete a Budget Modification Request Form that is then routed for approval at the GAEN Board Meeting. The Fiscal Agent receives all approved Budget Modification Request Forms and updates members' budgets as applicable. The Fiscal Agent keeps each member's expenditures by object code to report 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
Delhi Unified School District	\$164,943
Dos Palos Oro Loma Jt. Unified School District	\$76,903
Gustine Unified School District	\$180,256
Merced Union High School District	\$1,795,806
Los Banos Unified School District	\$0
Le Grand Union High School District	\$75,478
Merced County Office of Education	\$153,037
Mariposa County Unified School District	\$189,280
Merced Community College District	\$501,440
Total	\$3,137,143

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.

GAEN community partners for 2015-16 included Merced and Mariposa County Workforce Investment, Human Services Agency, California Department of Rehabilitation, Merced County Adult Literacy Program, Mental Health, local labor union representatives, Central Valley Opportunity Center and Kings View Work Experience Center. In 2016-17, more information will be gathered from local employers and certifying agencies as the consortium works toward Career Technical programs leading to industry-recognized certification.

The majority of the member districts in GAEN will offer ESL to enhance adults' proficiency in English and allow them to advance in their careers as well as connect with their children in a school setting. The classes will all be delivered at elementary or high school sites. In addition, at some of the schools, there will be classes for adults who wish to complete their high school diplomas or earn an equivalency certificate. Merced Adult School operates a testing center for both the GED and the HiSET tests. Merced County Office of Education will continue to build on Career Pathways in Early Education, Logistics and Warehousing and Construction Trades leading to apprenticeship. In 2015-16, Merced College met with the California Division of Apprenticeship programs and trade union represent The Gateway Adult Education region consists of a large, but lightly populated area in the San Joaquin Valley of California. Mariposa County was incorporated into the region and is the most sparsely populated area with a square mileage of 1,463 and a population of 17,755. Many Mariposa County residents do not possess necessary job related skills or job related requirements to gain and/or maintain employment. Some of the required skills included a high school diploma, English language communication skills, and technology related operational and interactive skills including computer related communications.

Merced Community College, Merced County Office of Education and the nine school districts in the region served many students in the Spring of 2016, and will assist hundreds more students to attain academic and technical skills leading to self-sufficiency through their efforts in 2016-17.

Restoring basic education services including English-as-a-Second Language, Adult Basic Education, High School Equivalency and High School Diploma after many were eliminated during flexibility was and continues to be top priority for the region. Basic education services and short-term Career Technical classes and workshops were offered to help students inch closer to employment. These included CPR/first aid and ServSafe certification opportunities. The short-term CTE courses were designed to operate concurrently with basic skills training to motivate and accelerate student progress.

In 2015-16, research on the status and gaps in the region revealed a need for counseling services, and these were added at some of the regional schools. To assist attendance, transportation and childcare was offered at some schools and those support services will be continued and enlarged for 2016-17.

Marketing strategies including large banners, a regional adult education catalog, radio interviews and advertising and open house-style orientations were used to attract students throughout the area region.

Building services for Adult with Disabilities and pre-apprenticeship courses will be a high priority for 2016-17.

Unfortunately, services to Adult with Disabilities in the Merced County area are fractured, and the task of partnering to provide student support has been explored but has been thwarted by the lack of cohesiveness in the field as a whole.

A summer bridge program was listed as a need for planning in 2015-16 and implementation will be carried out this year. A sub-committee of the GAEN board, including representatives from Merced College, Merced County Office of Education and adult schools was formed to develop the bridge program.

Both Merced County Office of Education and Merced College are exploring opportunities to add pre-apprenticeship coursework in 2016-17. Merced College also plans to increase student wraparound services to include referrals to

community support agencies and to encourage transfer from noncredit to credit and completion. The additional categories of “Adults/Older Adults Re-entering the Workplace” and “Adults Training to Support K-12 School Success” were incorporated to a small degree in 2015-16, but will be expanded in 2016-17. Merced Union High School District will continue to partner with K-12 districts within their boundaries to offer classes for parents learning English and effective interaction with their children’s schools. In Dos Palos, adult learners were taught how to access the parent portals to see their students’ progress. Delhi Unified School District will offer a Parent University program in collaboration with CSU Fresno to encourage parents’ access and use of technology with their children. Realistically, for the next 2 years, most of the districts in the consortium will continue to work on developing lasting programs. The challenges will be to recruit and retain part-time teachers, increase student participation, organize students by level and steadily conduct research on the need of adult learners. In addition, the consortium board group will need to continue to collaborate, learn about the mechanics behind adult education and discover new ways to meet the needs of adult education populations.

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.

Merced Adult School held a mock interview day as a part of its bi-annual Career Week in the spring of 2016. Over 20 business partners interviewed students and gave their feedback on the experience. Students were also surveyed following the interviews, to determine their level of readiness for actual interview situations. The survey results will be used to inform teaching and learning for 2016-17.

Students in the Foundations in Early Education class complete internships with the Merced County Office of Education’s Head Start Program. This internship helps the students earn Merced College units (up to 6 units) as well as provides them with work experience in early childhood education.

The Construction Technology class has formed a partnership with Johnson Plumbing for pre-apprenticeships and internships which could lead to livable wage jobs for graduates.

In partnership with Mariposa County Unified School District, Mariposa County Adult School (MCAS) has been able to provide adequate and consistent program housing in locations throughout the entire county. In partnership with Mariposa County Workforce Investment, MCAS has increased knowledge about the types of classes and programs to offer. Information gained is based on county employment needs and adult student interests.

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.

Attendance increased by 40%. Three schools that had not been able to offer adult education services for up to 20 years started new programs, much to the delight of their communities. Other schools were able to expand their services to include more courses leading to college and career readiness. Many more community members took advantage of the new and expanded services than were expected.

School personnel learned how rewarding it is to serve adult learners who are motivated and excited to see their own educational progress. Services were expanded to underserved areas of the county including Chowchilla, Atwater and others. New partnerships were formed between high school districts, Merced College, Merced County Office of Education, and others to offer classes in locations that had not previously been served.

Finding qualified teaching staff, especially in smaller communities, was a challenge.

The necessity of adult learner work schedules resulting in reduced attendance near the end of the term led to fewer pre and post-test scores for progress monitoring.

New adult education administrators wearing multiple hats without assistance or compensation was also difficult for some. Due to the fragmentation of services to adults with disabilities in Merced County, partners faced challenges targeting efforts to this vulnerable population.

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.

The GAEN region's successes in 2015-16 were primarily in adjusting for higher than expected numbers in 3 of the member districts. Additional teachers were moved from other sites, or rescheduled to serve large numbers of students. The need was most evident for ESL services, where, in one instance, 30-40 students were expected and more than 120 came. In the case of another district, supplementary CTE courses were offered and found to be very popular, particularly CPR and first aid. Having monthly courses offered on Saturdays met the needs of learners. One district used school transportation to pick up parents when children were dropped off from the afterschool program, enabling many more adults to attend than would have without transportation support. All of the classes that generated paired scores on CASAS tests showed positive growth, indicating that learning occurred.

Instructors who are new to adult education might have benefitted from training ahead of time, but with the late start of services, there was no opportunity to hold staff development. In the fall, staff training on ESL Strategies, adult learning theory, high school equivalency tests and the CASAS system will be held.

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.

Program Areas	2015 - 16 Expenditures						+/-	2016 - 17 Planned Expenditures							
	Budgeted			Spent				AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$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	\$0
3.1c Pre-apprenticeship training	\$0	\$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	\$0
3.1e Adults training to support child school success	\$0	\$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	\$0
3.1g Services to adults with disabilities	\$0	\$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	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CaWorks	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	CaWorks	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

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.

[31gateway.160819160035.csv](http://gateway.160819160035.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.

Merced Adult School took the lead to provide assessments for the region in 2015-16. Purchasing CASAS tests, both electronic and paper/pencil, an assessment coordinator from the school went out to Dos Palos, Delhi and LeGrand to pre and post-test students. Outcomes were reported back to schools at the end of the term.

For 2016-17, there is discussion about purchasing TOPSpro licenses and tests for each individual agency, testing their personnel and the consortium coordinator having access to the "Mother Ship" for individual assessment and demographic data collection and reporting. The plan for this year is to level the student placement more precisely based on test scores.

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?

Various attendance systems are currently used in the region including AERIES, ASAP and Datatel. Enrollment will occur during intake and orientation, requiring the completion of a registration form with the fields relevant to the region. Students will be pre and post tested in basic skills classes for performance outcomes.

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.

Counselor shared between adult schools and Merced College- dual trained
 Integrated education and training- Office skills, medical terminology, VESL, basic computers, CPR/first aid, Servsafe, Owing Your Own Business
 Mariposa County Adult School will survey employment agencies/business owners to accurately provide classes which match job skill need. Counselor support to assist adult students in goal planning and maintenance of plans towards employment.

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
Shared counselor	Increased access to counseling, transcript review, resume, application, FAFSA prep	Count of students receiving services
Integrated training and education	Skill attainment, basic skill improvement	CASAS, count of students in education and training
Job Developer	Increased access to CTE training. Employment opportunities or better wages for participating students.	Employment, CTE training or further post-secondary opportunities for students
Survey Employment Agencies and Business owners	Increase employability by offering classes which provide employable skills	Increase employability by offering classes which provide employable skills

Objective 4: Gaps in Services

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

Only some of the geographical areas of the GAEN region were able to begin adult education programming in the spring of 2015 for a variety of reasons. In 2016-17, Los Banos, Chowchilla, Gustine and Mariposa will implement the plan for course offerings. Merced, Dos Palos, LeGrand and Delhi will be adding to their course offerings to meet the needs of more students. Employers in the area have informed the GAEN membership of their needs for entry-level workers. Partnerships, particularly with manufacturing businesses, will lead to preparation programs for the future.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Classes in Mariposa	CASAS scores, Enrollment	Count
Classes in Los Banos	Enrollment. Los Banos will start providing services after 10 years of no Adult Education services.	Count
Classes in Chowchilla	Enrollment. Merced Community College and Chowchilla High School District are working in partnership to provide Adult Education classes.	Count
Additional classes in Gustine	CASAS scores, Enrollment	Count
Additional classes in Merced	CASA scores, enrollment and completion	Count of enrollment and completion
Additional classes in Atwater	Enrollment	Count

Objective 5: Acceleration

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

Integrated education and training- allowing students to take basic education and CTE courses simultaneously. Cluster VESL classes in Merced. Provide extended learning hours with staffed support personnel at all class locations. Provide curriculum/software that encourages and supports acceleration.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
VESL	Growth in basic and technical skills	CASAS basic skills, Employment Competency System scores, course completions
Integrated basic skills and CT	Growth in basic and technical skills	CASAS tests, course completion, certification

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.

Share professional learning times are scheduled for Fall, 2016. The topics for the training will include Adult Learning Theory, ESL strategies, high school equivalency options and the CASAS testing system.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Staff training	Practice of strategies in the classroom	Observation of teaching and learning, assessment outcomes

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.

MOU with Merced County Workforce Development- referral
Partner meeting for input and feedback- Aug 2017
Presentation to Human Service Agency Employment and Training Department on current adult opportunities.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Refer students to WD	WDB	Time	Successful students	Data sharing on referrals
Community partner meeting	Community Partners	Time and ideas	Identification of new gaps, needs for services	Data on numbers served, success stories
Advisory Committee Meeting	Members, business and industry, agency partners	Time, local labor market information, ideas	Better training aligned with local labor market needs.	Meeting minutes

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.