

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
15-328-30	33 Monterey

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
Weldon, Thatcher	AB104 Grant Coordinator	(831) 646-1316	tweldon@mpc.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
Crow, Steven	Vice President of Administrative Services	(831) 646-4040	scrow@mpc.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
Hendricks, Karen	Carmel Unified School District	(831) 624-1546	khendricks@carmelunified.org	11/09/2015
Martinez, Barbara	Pacific Grove Unified School District	(831) 646-6580	bmartinez@pgusd.org	11/05/2015
Crawford, Alan	Monterey Peninsula Unified School District	(831) 392-3560	acrawford@mpusd.k12.ca.us	11/11/2015
Gilmartin, Michael	Monterey Peninsula Community College District	(831) 646-4039	mgilmartin@mpc.edu	04/25/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

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.

Each Adult School will report their expenditures from their Grant allotment to the AB104 Coordinator. The Coordinator will work with the Fiscal Department at Monterey Peninsula College to ensure clear management of the grant funds. The AB104 Coordinator will update, manage, and report AB104 Grant spending to the state. The Coordinator will consistently work with each Adult School site to ensure all members are consistent and up to date on grant spending and available funds.





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

Due to the time required for reimbursements using our 2015/2016 Reimbursement Model, we will be working with each Adult Education Provider's Fiscal Departments as well as the Vice President of Administrative Services at Monterey Peninsula College to develop a Pass-Through Model for funding during the 2016/2017 Program Year. The Coordinator of Adult Education will continue to work with each of the Adult Schools to ensure that we are following our Annual Plan and that the Fiscal Department of the Fiscal Agent, Monterey Peninsula College, will be up to date on expenditures and remaining budgets for each year's grant. This will help quicken the process of implementation of our Annual Plan for each Adult School Provider.

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
 Pacific Grove Unified School District	\$1,415,291
 Monterey Peninsula Unified School District	\$750,058
 Carmel Unified School District	\$67,000
 Monterey Peninsula Community College District	\$178,233
Total	\$2,410,582

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.

During the 2015/2016 Program Year, we ensured that both Monterey Adult School and Pacific Grove Adult School had the funding necessary to continue providing the services in English as a Second Language, High School Diploma/GED, and Adult with Disabilities programs that were implemented in previous years. There was a lot of fear of budget cuts among members in our Consortium, and we wanted to ensure that each member felt that they had the financial and supportive backing to continue to serve the Adult Education populations in our region. During the 2015/2016 Program Year, both Monterey Adult School, Carmel Adult School, and Pacific Grove Adult School have put together plans to implement Career and Technical Education programs to help Adult Students obtain new and better career opportunities in our region. Monterey Adult School and Carmel Adult School will be working with local hotels and resorts to provide ESL instruction to staff members in order to provide the employers with employees who can better serve their guests as well as to provide the employees with skills that will help them advance to higher positions with their current employer. Monterey Adult School is also exploring development of Hospitality courses at their Adult School site to provide students with necessary skills for careers at restaurants or catering companies. Pacific Grove Adult put together a partnership with the Local 234 International Brotherhood of Electrical Workers to provide an on-site Pre-Apprenticeship program at Pacific Grove Adult School. Pacific Grove Adult School also implemented an ESL for Medical Assisting course during the Spring Semester in order to help prepare any ESL student that may be interested in obtaining the English skills necessary to succeed in the Medical Assistant Program at Monterey Peninsula College. Carmel Adult School previously did not provide ESL or High School Diploma courses at the Adult School, so we are working to develop these courses for the students in this region of our Consortium.

In the upcoming 2016/2017 Program Year, we will begin implementation of the courses described above. Our Consortium is also looking to build our program numbers in each of the Adult Education areas that we currently provide through advertising, developing a Monterey Peninsula Adult Education Consortium Logo, setting up information booths throughout the community during events, and working with Monterey Peninsula College to implement an Annual Adult Student Colloquium at the college to provide Adult Education students with more information as to the resources at their disposal. It will be very important to bring ESL and High School Diploma/GED back to Carmel Adult School during this year. On top of all this, the Coordinator will work with each of the providing sites to develop alignment and transitions among the providers of our region.

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
Community Hospital of the Monterey Peninsula	Hospital	English Instruction
Community of Caring	Organization	Career Skills Instruction
Local 234 International Brotherhood of Electrical Workers	Union	Pre-Apprenticeship Program
Middlebury Institute of International Studies	University	Curriculum Development

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

This year our Consortium will be working with the Local 234 International Brotherhood of Electrical Workers at Pacific Grove Adult to provide a Pre-Apprenticeship program for students interested in this field. Monterey Adult School also will continue working with Community of Caring: Monterey Peninsula to provide Career Skills Courses for the Adult Students in our region which will be a practice of promise in our region.

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.

During the 2015/2016 Program Year, we developed a great deal of teamwork and identity as a Consortium working together with a new Coordinator and a new Principal at Monterey Adult School. We maintained our previous programs and have begun development of Career and Technical Education programs at Monterey Adult School and Pacific Grove Adult School. We implemented a new ESL for Medical Assisting Course at Pacific Grove Adult School. We also developed a plan to begin providing services again to the Carmel Unified School District region of our Consortium, which will benefit a large group of ESL students in the upcoming year. Monterey Adult School is exploring a Culinary course and classroom on their site. We implemented the use of Burlington English at both Pacific Grove Adult and Monterey Adult. Pacific Grove Adult also

implemented an ESL for Medical Assisting course in the spring of 2016. The Monterey Peninsula Consortium looks to continue to grow based on the needs of our Adult Students and based on the groundwork that was laid out during the 2015/2016 Program Year.

Having a new Adult Education Coordinator and a new Principal for Monterey Adult School provided many challenges at the beginning of the 2015/2016 year. There was a lot of time spent catching up on previous work as well as policies, procedures, and requirements of the AB104 Grant. Due to the fact that the Adult Education Coordinator position was unfilled for months before the new Coordinator came aboard, there was not a lot of communication about Adult Education during the summer of 2015. Fortunately, our Consortium has worked well together since to ensure that we are providing the best opportunities for our students. There were also many challenges faced in terms of the Fiscal management. This was a very new type of grant, so there were many obstacles that we had to overcome in terms of spending and reporting our AB104 Grant Funds. There were many delays in the spending and receiving of Grant Funds, and due to these issues, not much money was spent in our first year of implementation. This will be an area that we will continue to work on and improve this year. In addition, there were also delays in developing the Pre-Apprenticeship program at Pacific Grove Adult because of outside parties being unsure of the opportunity. We look forward to continue to improve in these areas during the upcoming year.

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.

Our Consortium has continued to provide ESL, High School Diploma/GED, and Adults with Disabilities to the Adult Students in our region. Being a major tourist area, many of our students work in entry level positions at the hotels, resorts, and restaurants in the area. We have begun to develop programs to help our students advance in the fields of hospitality, culinary arts, building maintenance, and customer service. We are currently in development of Career and Technical Education courses for our Consortium sites. We will continue to build on these areas in the upcoming year and develop more solid transitions from ESL and High School Diploma to Career and Technical Education towards careers. Monterey Adult School has begun implementation of Career Skills classes at their Adult School.

Our Consortium has a very diverse population of Adult Education students in our region. We have immigrant students who may have little to no formal education, and we also have ESL students who have college degrees from their home countries who have moved here with their spouses who work at one of the many language schools in our region. We want to ensure that we focus on the students who are most at need, but we also want to make sure that we help those students with college education transition into at-need careers related to their fields of study. Carmel Unified did not have any ESL or High School Diploma courses at their Adult School, so this was a major challenge we faced in building programs for that area. We also have had difficulty in meeting with all members to ensure that our curriculum is aligned.

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

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[aebg_consortiumexpenditures_160701_r2.113.xlsm](#)

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.

Adult Education students are placed based on their CASAS scores into the correct ESL level or into the correct level of study to begin in the High School Diploma courses at the Adult Education sites. Students will be progress tested after they reach the required hours of study at each Adult Site using the CASAS test to determine if they have made a gain in levels. Monterey Peninsula College uses the Accuplacer for ESL, the College Test for English Placement with an essay for English, and the MDPT for Math to determine what level students will be placed into ESL courses or into Basic Skills courses to help prepare them for their studies in college. We will work together as a Consortium to ensure that we align our courses properly so that students can move from one site to another with limited difficulty.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ACCUPLACER	ACCUPLACER	Student Data Tracking/Placement
CASAS	CASAS	Student Data Tracking/Placement
MDPT	MDPT	Student Data Tracking/Placement
TOPSPRO	TOPSPRO	Student Data Tracking/Placement

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?

Each Adult School site will provide student intake forms that align with the demographics that the state is looking to track, including employment. At Monterey Peninsula College, we will look into possible ways to ensure that we are collecting the demographics that the state would like to see. Teachers and staff will report on student progress based on coursework as well as CASAS progress testing at the Adult School sites. We will also be joining the Bay Area Community College Consortium to pool our money in order to develop the best possible opportunity to track student data in our region. Using this data, we hope to see improved numbers in enrollment, progress testing, graduation, and employment.

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
ACCUPLACER	ACCUPLACER	Student Data Tracking/Placement
CASAS	CASAS	Student Data Tracking/Placement
MDPT	MDPT	Student Data Tracking/Placement
TOPSPRO	TOPSPRO	Student Data Tracking/Placement

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.

Our Consortium has been working together to ensure that we are developing career pathways that will best benefit the students at each of our locations while ensuring that we are not duplicating services as well. In order to ensure that all of our students can participate in any of our programs, we have invested in bus passes to give to students who may be in need of transportation so that their goals will not be blocked due to lack of resources. We are working together to determine what criteria will be required for enrollment in our career pathways for both ESL and High School Diploma students. We will continue to work with Monterey Peninsula College because they provide a number of postsecondary certificates for career pathways. We will be developing Hospitality, Electrician, and Medical field career paths. This will help ensure that our Adult Education students have the opportunities necessary to find in-demand careers in our region. Monterey Adult School prioritized Improved Literacy Skills and completion of High School Diploma this year. One are that we are having difficulties in is how to define the tracking of job placements and increased wages, but we are hoping that our new student data tracking system will help in this area.

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
Hospitality/Culinary Courses	Careers in Hospitality	Tracking Student Employment
Electrician Pre-Apprenticeship Program	Careers in the Electrician Field	Tracking Student Employment
Adult Education Student Colloquium	Increased transitions to college.	Tracking Student Enrollment in CTE and Higher Education

Objective 4: Gaps in Services

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

The Monterey Peninsula Adult Education Consortium will be implementing Career and Technical Education Pathways for our students in the fields of Hospitality and Electrician during the 2016/2017 Program Year. We didn't have clear career pathway transitions previously, and we will continue to investigate in-demand employment fields to ensure that we continue to grow in this area over time. There are number of students in our region that move due to employment in other areas. Our Consortium is also in need of developing more programs for Adults with Disabilities, and this is something that we will continue to work on in the upcoming year. The Adult Education Coordinator will be working with each Adult School site as well as with local employers to help provide the best opportunities to our students to not only get them careers, but to help ensure that they can build a solid foundation for their families to stay in this area. Monterey Adult School has added two new programs in Marina to serve ESL students and ideally future High School Diploma students. Monterey Adult has provided child-care services for students, and Pacific Grove Adult will be looking into providing child-care services this year. Both Monterey Adult and Pacific Grove Adult are providing bus passes to students who may have transportation difficulties. Carmel Adult is continuing to build ESL courses for our region.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Marina Courses	Expanding Offerings	Student Enrollment
Child Care	More access to courses for parents	Student Enrollment/Child Care Enrollment
Transportation: Bus Passes	More access to Adult School	Student Enrollment
Carmel Adult ESL	Expanding Offerings	Student Enrollment

Objective 5: Acceleration

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

Monterey Adult School spent a significant amount of money on Professional Development to develop Units of Study to accelerate progress towards academic growth for ESL and High School Diploma students. They will be focusing on the use of formative assessment and data driven instruction to further accelerate our goals. They are also looking into changing one staff member's role to a .5 Academic Coach. This is an area that our Consortium will look at Monterey Adult to provide leadership to our Consortium in exploring alternatives for Acceleration this upcoming program year to ensure that our Adult students have access to careers in a reasonable amount of time.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Curriculum Development	Alignment of ESL Curriculum with clear objectives, goals, and student learning outcomes.	Student Outcomes
Curriculum Development	Career and Technical Education Certificate Student Courses	Student Outcomes/Employment

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.

This year we will be advocating for on-site Professional Developments to be attended by all members in our Colloquium. This way we will provide more opportunities to educate our teachers and staff in order to better serve our Adult Education students while using less resources from our AB104 Grant. This will also help build teamwork and morale amongst all members of the Monterey Peninsula Consortium by understanding that we are a cohesive group and not separate school sites. This will in turn help all participating faculty and staff that we are advocating what is in the best interest of all the students in our region. The previous year our Consortium participated in many of the Professional Development meetings by CASAS and AEBG together which helped us share what we each do and also get to know each other better. Monterey Adult also has worked very hard on developing Units of Study for their courses so that each course has specific outcomes, goals, and curriculum. Our Consortium is also working with the Bay Area Community College Consortium in student data tracking.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Bay Area Region Community College Consortium	Student Data Tracking System Development	Student Data Tracking
Units of Study	Curriculum Development ESL	Student Outcomes
Curriculum Alignment	Alignment of ESL Curriculum and Courses	Student Outcomes/Pathways

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.

Both Carmel Adult School and Monterey Adult School will be working with local businesses in our region to provide on-site Contextualized ESL Courses for employees who may need English Education. These sites will help by providing the resources necessary for the classrooms and materials while we will be providing the instructors and curriculum. Monterey Peninsula College will also be looking into providing on-site ESL instruction for employees at the Community Hospital of the Monterey Peninsula. We believe that these partnerships will continue to build overtime as more and more people and businesses become aware of what our Consortium can provide our region. These on-site courses will also be an excellent way for friends, colleagues, and family of the participants to learn more about all that we provide in the area.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
On-Site Contextualized ESL Courses	Local Hospitals, Restaurants, Hotels.	Classroom space, materials	Expanded Offerings	Student Enrollment
Local 234 International Brotherhood of Electrical Workers	Electricians Union	Instructor, curriculum	Career Pathways	Student Enrollment/Employment

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.