

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
15-328-38	38 Southern Alameda County (Ohlone)

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
Wilder, Jessica	Principal	(510) 489-2185	jwilder@nhusd.k12.ca.us

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
Sabit, Farhad	Director, Business Services	(510) 659-6146	fsabit@ohlone.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
Lieu, Mark	Ohlone Community College District	(510) 659-6276	mlieu@ohlone.edu	09/09/2015
Nazario, Gladys	Fremont Unified School District	(510) 793-6465	gnazario@fremont.k12.ca.us	10/28/2015
Lopes, Marc	Newark Unified School District	(510) 818-3001	mlopes@newarkunified.org	10/06/2015
Wilder, Jessica	New Haven Unified School District	(510) 489-2185	jwilder@nhusd.k12.ca.us	09/15/2015

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.

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.

Currently, we are using a reimbursement model with the consortia funds. this process will more than likely change with the MOE funding which will be passed through.

The fiscal agent will be responsible for rolling up grant expenditures to certify and report to the Sates. The fiscal agent in managing the funds will have access to expenditures by member and by object code. Members will have to supply the fiscal agent with the program and objective information for expenditures.

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





The decision to elect Ohlone College as the fiscal agent was -- on consensus. All members agreed that Ohlone had done a more than proficient job as our fiscal agent for the AB86 grant and the 2015/16 AEBG. Although the process was set up as a reimbursement model, Ohlone was responsive to inquiries and quick in funneling monies to the individual districts. All members felt secure and comfortable with the fiscal agent relationship with Ohlone.

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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
 Fremont Unified School District	\$3,164,126
 New Haven Unified School District	\$457,966
 Newark Unified School District	\$188,152
 Ohlone Community College District	\$123,016
Total	\$3,933,260

Section 2: Plan Summary for Program Year 2016-17

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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 upcoming Program Year.

The Consortium's vision is to build on the collaborations developed among the consortium members during 2015-2016 as well as to increase service to the adults in the consortium area during 2016-2017. In 2015-2016, each adult school increased its offerings over 2014-2015 levels, including the addition of evening classes and summer school classes. The college collaborated with the ESL working group to establish bridge classes to facilitate the movement of students from the adult school to the college ESL program. The bridge classes also introduced ESL adult school students to services available at the college including the Tri-Cities One Stop. The college also collaborated with the adult schools on establishing CTE pathways. While a planned IT pathway did not work out as planned, an Early Childhood Studies pathway has been developed and will begin in Fall 2016.

For 2016-2017, the adult schools will continue to expand the number of sections offered, particularly in the area of ABE/ASE and ESL. The consortium will continue to explore new CTE pathways between the adult schools and the college. The consortium will also work with the Mission Valley ROP to offer additional short-term CTE pathways for adult school students, particularly in heavy vocational areas such as automotive and HVAC. Work on creating bridges between the adult school and college ESL programs will also continue to expand. Program area workgroups will collaboratively unpack and implement the College and Career Readiness Standards (CCRS).

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Alameda County Library	County Agency	Literacy instruction
Alameda County Workforce Investment Board	Workforce Agency	Training, Job-seeking skills, curriculum development
La Familia	Community Based Organization	Social services and financial support
Mission Valley ROP	Workforce Agency	CTE courses not available at either adult schools or college
Tri-Cities One Stop	Workforce Agency	Job-seeking skills; job resources

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

In exploring the development of an Early Childhood Studies pathway, it became clear that students at the adult school needed a preparatory course before they enrolled in ECS 300 (Principles and Practices of Teaching Young Children), the foundational course for all college ECS certificates and degrees. ECS faculty from the college worked with ESL faculty from the adult schools to develop a curriculum that would be accessible to all adult school learners, many of whom would be non-native speakers. Bringing in both college and adult school faculty in the development of this curriculum from the beginning ensures that the preparatory course will align with ECS 300.

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.

New Haven Adult School was able to restore courses in the evening and in the summer. Fremont Adult School was able to restore sections in the afternoons, on Fridays and Saturdays, extend the summer session by one week, and provide babysitting for children while their parents are taking classes. Adult School added additional sections of ESL to its schedule. The ESL bridge courses have expanded articulation between the adult schools and the college. The college has approved noncredit ESL curriculum to further facilitate the movement of ESL students from the adult school to the college.

The two areas that have been most challenging to develop are CTE and Pre-Apprenticeship. We have not been able to develop

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Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

TABE is being used by Fremont USD, and New Haven USD will start using TABE in 2016-2017 for ABE/ASE. Furthermore, with the implementation of the College and Career Readiness Standards (CCRS), there will be an opportunity for the development of common formative and summative assessments in specific program areas. CASAS is used by all adult schools. Ohlone College uses a locally developed writing assessment for ESL placement.

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
CASAS	CASAS	Appraisal & Assessment
TABE	DRC/CTB	Appraisal & Assessment
Writing Sample	Locally developed	Appraisal

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?

Data tracking between school districts and with the college continues to be challenging. Right now, students are tracked manually. Students who participate in the ESL bridge classes are matched with admissions at the college with the assistance of the instructors of the bridge courses. The consortium is participating in the Bay Region Adult Education Consortium, which is working with Contra Costa Community College District on a data system to allow for tracking in the future. General data for students is collected using ASAP for the adult schools and Colleague for the college.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP/Topspro Enterprise	ASAP/TE	Demographics, benchmarks
Colleague	Ellucian	Demographics, course, program completion, assessment

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.

In the area of ESL, bridge classes have been established for adult school students to facilitate the transition of ESL learners to the college. One section was offered in summer 2015 and one section in winter 2016. Of the participants, 50% have enrolled in college coursework as of Spring 2016 (not all at Ohlone College). Two sections are currently being offered in summer 2016 at two different adult schools.

The curriculum for a preparatory course in Early Childhood Studies is being completed; the course will be offered at FACE in fall 2016. This course will prepare adult school students for ECS 300, a foundational course for all college ECS degrees and certificates. College ECS faculty made a presentation for adult school students to answer questions about career paths and the college program; more than 70 students attended the optional presentation. Currently, there are over 60 names on the course interest list. Placement testing and orientation for the course is scheduled on August 22 and September 10, 2016.

A program to train students to work in Residential and In-Home Care has been developed and begins in summer 2016.

Both Fremont Adult and New Haven Adult have arranged for the Tri-Cities One-Stop to have representatives on their site regularly for presentations and one-on-one meetings with students. The implementation of the program, titled Career Corner, started in January 2016; it will continue and expand in 2016-2017.

Development of CTE pathway collaborations has also identified the need to better coordinate with Ohlone College about enrollment processes to simplify the experience for Adult Education students.

After program decimation, faculty involved in programs for Adults with Disabilities (AWD) spent the year reconnecting and identifying key areas to work on in 2016-2017. These areas center on making connections to employment for AWD students and employment coaching.

ABE/ASE faculty identified the need to standardize instruction for students, regardless of whether they are working independently or receiving direct instruction. This will take place as the workgroup also works collaboratively on CCRS. SACC ABE teachers will meet on a regular basis to discuss alignment of academic and career pathways in ABE.

In addition, the consortium has developed a Pre-College Bridge Program, the product of collaboration between Growth Sector, the Ohlone College English and Mathematics department leadership, the Fremont Adult and Continuing Education, and SparkPoint, a community based organization. This program is a semester long college readiness program with the goal of preparing adult students to enter community college above remedial levels. The goal is to have every student in this program develop the skills to pursue an education that will lead to sustainable wage careers. The students who transition from the Pre-College Bridge Program to Ohlone College will be followed through their transition to college and periodically throughout the following year to ensure continued progress towards their academic goals.

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
ESL Bridge Classes	50% of students participating in the bridge classes will enroll at the college within one year	Student enrollment in ESL courses at the college
ECS Preparatory Class	25% of students participating in the preparatory class will enroll in ECS 300 at the college within one year	Student enrollment in ECS 300 course at the college
Additional CTE Pathways	Unknown at this time	Unknown at this time
Employment Coaching for AWD students	Unknown at this time	Students will find and retain employment
Collaborative implementation of CCRS	Marked improvement on CASAS Reading comprehension tests and students' writing	CASAS Level Completions and Advancement to higher levels within 2016-2017SY
Professional Development: College Admissions/Enrollment Processes	Enrollment processes for collaborative CTE programs are simplified for students	Students enroll in programs more efficiently (shorter time)

Objective 4: Gaps in Services

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

There is an increased use of technology to bridge gaps for students who cannot attend classes regularly through the use of Burlington English and the development of hybrid classes. New Haven will be implementing the use of Apex - online classes- to provide ASE students with flexible scheduling option in order to continue their schooling while employed. The consortium will continue to restore and expand its core offerings while creating postsecondary and workplace pathways.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Apex - online	Increase HSD	Persister Report & Diplomas
Incorporate digital literacy into ESL	Increase computer skills	Evaluation/survey

Objective 5: Acceleration

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

The preparatory course in Early Childhood Studies was developed in order to facilitate the entry of adult school students directly into the ECS 300 course, with the goal of successfully completing the course in one semester. The bridge classes in ESL should help to facilitate movement of students into the ESL sequence at the college and on the pathway to degrees and certificates with the support of college student services.

There is an increase in the use of technology in ESL classes developed through consortium collaboration; along with the creation of bridge classes, this should accelerate students' ability to transition to college ESL coursework.

During the 2015–2016 academic year at FACE, 15 ABE students moved onto a transitional English high school class.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
ESL Bridge Classes	50% of students participating in the bridge classes will enroll at the college within one year	Student enrollment in ESL courses at the college
ECS Preparatory Class	25% of students participating in the preparatory class will enroll in ECS 300 at the college within one year	Student enrollment in ECS 300 course at the college
Additional CTE Pathways	Unknown at this time	Unknown at this time

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.

A significant portion of the consortia's work has been to foster collaboration between faculty at the adult schools and the college. This has come through support for regular meetings of program area workgroups (ESL, ABE/ASE, CTE/Pre-Apprentice, AWD) as well as workshops, many of which have been presented by college faculty to adult school faculty. Feedback shows that one of the primary areas requested for professional development is in the area of effective technology use in the classroom.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Workgroup meetings	The meetings facilitate the achievement of activities listed in the other areas.	See activities
Technology Workshops	Four technology workshops are planned for 2016–2017	Faculty satisfaction survey; survey to show increased use of technology in classrooms
Conference Attendance	Members will be supported for attendance at AEBG events and the CCAE conference	Number of faculty who participate in these activities

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.

As the consortium established its footing in 2015–2016, the consortium has been focused more on establishing

collaborations among its members as opposed to expanding to bring in community partners. FACE has improved access of for local employers seeking employees. (e.g., FedEx, Tesla, etc.) Students have one-on-one appointments with "One Stop" Career Center on FACE and NHAS campuses. In 2016-2017, the consortium looks to bring in community partners for more involvement in the work of the consortium. In particular, the consortium plans to work with MVRP and the local WIB to support course offerings at the MVRP for adult learners. The consortium will also work more closely with the county library to support adult literacy programs.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
CTE courses through MVRP	MVRP; WIB	Courses will be offered through MVRP, paid by consortium funds	Additional CTE pathways for consortium adult residents	Number of adults who enroll; job placement and wage data
Adult literacy courses through Alameda County Library	ACL	Courses are currently offered by ACL; referrals from adult schools	Additional adults referred to ACL literacy programs	Number of referrals

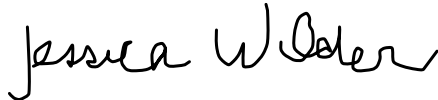
Section 5: Annual Plan Submission

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.