

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
15-328-39	41 Pasadena

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
Bell, Robert	Sr. VP Noncredit Division	(626) 585-7205	rhbell@pasadena.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
Bell, Robert	Sr. VP Noncredit Division	(626) 585-7205	rhbell@pasadena.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
Bell, Robert	Pasadena Area Community College District	(626) 585-7205	rhbell@pasadena.edu	
Sewell, Chris	Temple City Unified School District	(626) 548-5101	csewell@tucusd.net	10/14/2015
Loos, Jack	Pasadena Unified School District	(626) 396-5883	loos.jack@pusd.us	10/08/2015

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

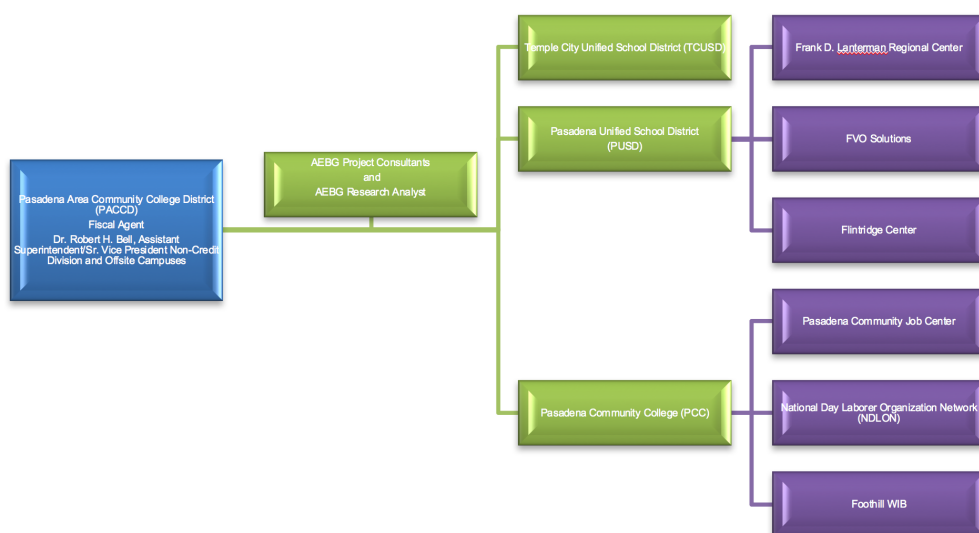
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

[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.

Pasadena Area Consortium Organizational Structure



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.

Expenditure invoices from the members are forwarded to the fiscal agent on a monthly basis. These invoices are reviewed by the Project Director and grant consultant by individual consortium member, object code(s), program and objective for completeness, accuracy. Upon completion of this review, invoices are forwarded to the college's Business Services Office for processing for payment and allocation of funds to consortium members

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
Temple City Unified School District	\$170,979
Pasadena Unified School District	\$525,300
Pasadena Area Community College District	\$1,075,852
Total	\$1,772,131

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.

The key vision of the consortium remains consistent with the prior year that being to provide adults learners with updated instructional programs, seamless transitions and/or articulated pathways into credit CTE certificate programs or the workforce internships for on-the-job, service to immigrant populations in the region and workforce readiness training programs. Significant outcomes have been realized in these areas of endeavor; specific in the Pre-Apprenticeship Building Construction Program and courses to support immigrant populations including Citizenship Preparation and the VESL Green Gardening and Landscaping Program. Targeted activities and goals for 2016-2017 will focus on the further enhancement of these programmatic areas and short-term certificate offerings to include the initial offerings of online, hybrid course offerings to provide adults with broader opportunities to access educational offerings.

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
Flintridge Center	Community Based	Workforce Skill Development in Building Construction Industry for former incarcerated individuals
Foothill Workforce Development Board	State Workforce	Workforce Development
Frank Lanterman Regional Center	Special Interest Group Advocacy	Workforce Preparation and Skill Development
FVO Solutions	Special Interest Advocacy	Workforce/Job Skill Development
National Day Laborer Organization Network	Community Based	Job Placement, Skill Development and Workforce Advocacy

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

Through the consortium's collaboration with the National Day Laborer Organization Network (NDLON) and the Pasadena Community Job Center in support of their work to enhance the English skills of immigrant day laborers, adults have successfully completed coursework leading to the VESL Certificate of Competency in Green Construction. While anticipated success with the immigrant population was projected, the extent of the positive impact of this program has expanded beyond the initial vision of consortium members.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

The consortium experienced considerable success in the expansion Vocational ESL programming, courses that support immigrant educational opportunities and the delivery of course offering and certificate programs to adult learners populations leading to the earning of workforce certificates that prepare the student for work in a high demand careers. Additionally, adult learners were able to progress to completion of advancement of basic academic skills and the earning of their GED or Adult High School Diploma. These were key areas of need for adults in the regional as identified at the beginning of 2015-2016

A key areas of challenge has emerged in working to better align outcomes for adults with evolving and changing business needs. Much work is being done towards reviewing existing curriculum and program offerings, in consultation and discussion with business partners and advisory committees, to best ensure learning outcomes are relevant. As an example, it was discovered that the requirement for typing speed for students in Business Certificates programs was insufficient when compared to the minimum requirements articulated by business recruiting for employees to enter clerical positions. Effective outreach to the business community and industry stakeholders through an infrastructure to create more consistent communication, marketing of opportunities available to adult learners and the timely "onboarding" of key support staff continue to be lead challenges.

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 members of the consortium focused efforts on the population of adult learners who were considered to be of highest need in the region. This included non-native speaking adults who sought vocational ESL training and education opportunities. Significant success was realized in adults earning ESL Certificates of Competency, Adult Basic Education, Bi-lingual General Education Development Certificates, Vocational ESL Certificates in Child Care, Green Construction, Green Landscaping and Gardening, Housekeeping and Health Care, and Business Certificates of Completion.

As previously indicated, the key challenge experienced was in effectively marketing the program offerings to efficiently attract adult learners to the training and educational opportunities available. The "fine tuning" of strategic, focused marketing efforts and flexible time periods for the scheduling and location at which programs were offered throughout the community allowed for meeting and overcoming many initial challenges during 2015-2016. The accelerated pace at which training and educational programs were developed and launched was another challenge that was realized and address in 2015-2016.

The basic needs of adults in the consortium's region remain fairly consistent. No significant or salient changes are anticipated or needed at this time.

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								
							Budgeted			Spent					
Program Areas	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 NonInstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Key

▲ = Under

▼ = Over

Key
▼ = Under
▲ = Over

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

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

[41pasadena_160828222509.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.

Along with other standardized instruments, Student satisfaction surveys and Student persistence data collection and analysis, the consortium plans to CASAS across program offerings at Pasadena Community College and in Pasadena Unified School District assess student learning and achievement. CASAS will be utilized in establishing baseline for adults upon entering programs for purposes of placement and will provide exit data at the conclusion of training and/or educational engagements to assess leaning. Faculty and staff across the consortium have participated in regional CASAS workshops and conferences and will engage in ongoing professional development throughout 2016-2017. In addition, noncredit and credit faculty are actively engaged in work to align curriculum such that students can transition easily between noncredit and credit vocational/CTE certificate programs. This work of the faculty is a key component to establishing defined Articulation Agreements to assist student as they as “bridge” from noncredit to credit programs. A full-time research analysis has been hired to support the consortium’s work in this area.

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 Inc.	Data Collection and Management

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?

Student enrollment, demographic and performance data will be tracked through the institution's Banner workflow system. Collaborative efforts will be employed to ensure data from all schools is entered and tracked in a uniformed, consistent manner. Classroom student performance data will be tracked across classes with CASAS serving as the vehicle to assess student's levels at entry and completion of classes. The utilization of CASAS will ensure the data are again, consistent and standardized for purposes of collection and analysis. This system will provide the necessary and essential data sets to allow for effective analyzation of student performance, persistence and success across all student demographics and program offerings. In addition, the consortium is researching other software to potentially help facilitate data collection and analysis processes.

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
Comprehensive Adult Student Assessment Systems (CASAS)	CASAS Inc.	Data Collection, Tracking and Management
TOPSpro	CASAS Inc.	3rd party data exchange, aggregation and disaggregation of 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.

- Launched several English as a Second Language courses leading students to enhanced literacy skills specific to conversational and functional language, as well as literacy and soft skill development and enhancement to support their entering the workforce and maintaining employment. These courses were central in movement towards reaching the consortiums goal of onboarding programs for adults, including, but not limited to, older adults, that are aimed at advancing entry or reentry into the workforce.
- Across the 2015-2016 program year, over 100 students successfully completed adult high school diploma programs. The successes have led to individuals acquiring the skills to make the workforce ready combined with the increased of self-confidence and self-esteem as they approach the entry into the world of work.
- Similarly to the above, significant gains and success were realized in students who completed course work in one of over 20 VESL certificate programs in specific workforce sector areas for which it was identified there was a current and projected need for future employees.
- The consortium identified the need for a Job Developer position to assist in the placement of students into jobs. Due to the time required to complete the hiring process, the incumbent in this position did not join the consortium until March, 2016. This led to limited successful job placement for program completers for the 2015-2016 program year. However, specific planning has been undertaken and through the Job Developer's outreach to business in the region, the consortium anticipates strong gains in job placements in the 2016-2017 program year. Similarly as the number of job placements are increased, the consortium is developing the processes to track the trends in initial wage earnings for individuals upon entering the workforce and track gains across the years.

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
Refinement of activities through Building Construction Certificate Program	Increased Job Placement in High Wage Construction Programs	Tracking of job placements and on-going dialog with Building Construction advisory committee members
Creation of Pathway for secondary students with disabilities into community college certificate and workforce preparation courses	To increase the number of adults with special needs transitioning into noncredit offerings that include CTE programs.	Definitive tracking of number of students with disabilities who enroll into and successfully complete CTE certificate and workforce preparation programs.
Establishment of One-Stop Business Resource Center	Greater alignment of outcomes for students completing certificates to meet with businesses who are looking to hire. Opportunities for the development of "soft skills" through work with Job Developer on resume preparation, interview techniques and "mock" interviewing with business.	Increased job placements for students completing workforce certificate programs
Creation of defined, articulated noncredit-to-credit transitional "bridge" programs to support student moving from noncredit certificate classes and programs to credit based CTE certificate programs	Greater number of students accessing CTE credit certificate programs leading to increased placements in higher waged jobs	Creation of bridge programs led by noncredit and credit discipline faculty, i.e., Business, VESL, Building Construction, to provide the direction and support for students. Dedicate positions of Bridge Coordinators will be put in place to oversee the tracking of students across the dynamic of bridging and to work with the Job Developer to assist with successful job placement for students

Objective 4: Gaps in Services

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

To enhance job training programs, PUSD will pilot a Careers class for adults. This class will be offered as a blended model with an online component to provide students with basic technical training. A Home Health Care class will be offered in 2016-2017 to with the goal of team teaching the class and utilizing a bilingual instructor to extend the course content to ESL adult learners. A Building Construction class will be offered through joint venture between consortium members PCC and PUSD in collaboration with partner the Flintridge Center to provide greater opportunities for placement in high wage jobs with construction labor unions. As previously mentioned, a comprehensive "Business One Stop Center" will be established this Fall to bring business partners in close connection with students pursuing completion of certificate programs. The One-Stop Center will work closely with the consortium's Business Advisory Committee. Also, increased, focused marketing of classes, programs an activities will be launched throughout 2016-2017.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Building Construction Apprenticeship Program	Increased placement in high demand, high wage construction jobs	Tracking students upon completion of the course curriculum to successful entry into jobs
Establishment of One-Stop Business Center	Alignment of student outcomes in workforce certificate courses and programs with needs of businesses, leading to increased successful job placements	Tracking of student participation in activities in the Center (many of which will be structured as part of classes) with visits from businesses and structured activities/programs in the Center with students designed to align student skills with employers needs

Objective 5: Acceleration

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

- . Professionalism development activities for consortium faculty and staff to incorporate workforce readiness into curriculum and to increase knowledge of advisement skills.
- . Increased outreach and marketing to strategically focused populations to attract towards short-term workforce certificate programs.
- . Revising of course curriculum to better align with current business sector needs
- . Engagement of Job Developer with faculty an students towards the completion of certificate program curriculum to align student learning and student interest with current job availability

. Incorporating Career Interest Surveying as a component of the orientation of new students entering certificate programs
Continued development of well-designed programs to bridge students from noncredit to credit CTE certificate courses and programs

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Creation of defined, articulated noncredit-to-credit transitional "bridge" programs to support student moving from noncredit certificate classes and programs to credit based CTE certificate programs	increase in student persistence and completion of certificate courses and programs in shorter timeframe	Assessment of direct and indirect program measures by consortium dedicated Research Analyst
Increased counseling and tutorial support for students in certificate programs	Increased completion rates and increased student persistence and success rates	Assessment of direct and indirect program measures by consortium dedicated Research Analyst and tracking of course completion and job placement data

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.

As previously indicated, consortium member's faculty and staff will participate in professionalism development activities designed to increase their knowledge, understanding and appreciation of the value and necessity of incorporating workforce readiness skills development for students into course curriculum. Additional student support staff, counseling faculty and administrative support staff will participate in professional development activities in 2016-2017. among these activities will be training and networking for enhancement in knowledge in CASAS, OTAN, GED, CTE, EL, CALPRO, ABE, and AHSD

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
California WIOA Regional Training	Increased knowledge of WIOA requirements	Measurement of productivity and engagement of staff who participate in professional development opportunity
WIOA II Network Meeting	Increased knowledge of WIOA requirements and increased networking with regional workforce partners	Greater productivity of consortium members and the development of stronger regional workforce conversations and partnerships
AEBG/WIOA Accountability Training	Greater understanding and appreciation of WIOA and AEBG reporting requirements	Greater efficiency in gathering, analyzing, and reporting outcomes
AEBG Annual Summit	Knowledge and understanding of status and changes in the statewide adult education basic education grant processes	Better alignment of local and regional activities towards meeting the goals and expectations of the State Legislature

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.

Across the months of September-November, the consortium will participate in several collaborations with organizations in the region to promote program and services available to adult learners. Among these activities will be partnering with the Foothill Workforce Development Board (FWDB) to provide structured classes for adults who are progressing the "fast-track" and traditional programs to support either their entry or re-entry into the workforce. Specific concern will be focused on the development of critical "soft skill" development for the adults. The consortium will provide courses and seminars at the FWDB. The goal of these collaboration will be to move individuals into jobs in the workplace as quickly as possible.

In addition, the consortium will join in partnership with Chambers of Commerce to offer "Business Expos" which will bring together business throughout the region who are looking to hire new employees. The "Expos" will provide the opportunity for adults in the region, those who are completing workforce certificate programs offered through the consortium as well as other interested adults, to network with employers towards the goal of increased job placements. By leveraging resources of the consortium and local chambers of commerce and local municipalities, a true "win/win" engagement will be created.

The consortium will also work in collaboration with local libraries and K-12 school districts in the region in activities designed to address adult literacy.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Business Expos	Rosemead Chamber of Commerce, Pasadena Chamber of Commerce, and the City of Rosemead	Venues for hosting of Expos Enhanced marketing of events Program guest speakers	Increased exposure of businesses and job opportunities for individuals seeking entry into the workforce	Surveys of business, participants and partners following events to assess success of having individuals successfully gain employment or positively move towards employment
Workforce Enhancement Training Sessions	Foothill Workforce Development Board	Participants seeking immediate job placement Venue to host training activities	Moving individuals who have either been displaced or are actively seeking employment into jobs within the regional workforce	Tracking of number of participants who successfully enter the workforce
Adult Literacy Enhancement	San Marino Unified School District	Provide assistance for English Language Learner parents with English learning skills to help preparation for future workforce opportunities.	Enhance English language skill development and literacy for limited English speaking adults	Tracking of participants completing the courses and entering workforce


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.