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
15-328-40	42 Northern Alameda County (Peralta)

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
Johnson, Shemila	Executive Director, NACAE	(510) 466-7247	srjohnson@peralta.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
Johnson, Shemila	Executive Director, NACAE	(510) 466-7247	srjohnson@peralta.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
Johnson, Shemila	Piedmont City Unified School District	(510) 466-7247	srjohnson@peralta.edu	
Laguerre, Jowel	Peralta Community College District	(510) 466-7202	jlaguerre@peralta.edu	09/08/2015
Booker, Randall	Piedmont City Unified School District	(510) 594-2614	rbooker@piedmont.k12.ca.us	10/28/2015
Stanley, Patricia	Peralta Community College District	(510) 464-3237	pstanley@peralta.edu	09/08/2015
Brown, Marsha	Albany City Unified School District	(510) 558-3750	mbrown@ausd.k12.ca.us	09/08/2015
White, Fran	Peralta Community College District	(510) 981-2851	flwhite@peralta.edu	09/08/2015
McCune, Bernard	Oakland Unified School District	(510) 879-1352	bernard.mccune@ousd.org	10/28/2015
Cleveland, Javetta	Berkeley Unified School District	(510) 644-8593	javettacleveland@berkeley.net	09/30/2015
McPhetridge, Sean	Alameda City Unified School District	(510) 337-7060	smcphetridge@alameda.k12.ca.us	09/29/2015
Tomaneng, Rowena	Peralta Community College District	(510) 981-2850	rtomaneng@peralta.edu	05/01/2016
Burns, Marie	Peralta Community College District	(510) 436-2501	meburns@peralta.edu	05/01/2016

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.

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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.

Fiscal agency will be through the Peralta Community College District, with funds directed to the Northern Alameda Consortium for Adult Education Joint Powers Authority. This change will take effect July 1, 2016. Until July 1, the Piedmont Unified School District will serve as fiscal agent. Effective July 1, 2016, the Fiscal Coordinator will be Ron Little (rlittle@peralta.edu)

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

Fiscal agency is the Peralta Community College District, with funds directed to the Northern Alameda Consortium for Adult Education Joint Powers Authority. This change took effect July 1, 2016. Effective July 1, 2016, the Fiscal Coordinator is Ronald Little, Vice-Chancellor of Finance & Administration, Peralta Community College District.

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
🔒 Piedmont City Unified School District	$350,463
🔒 Oakland Unified School District	$2,249,306
🔒 Berkeley Unified School District	$3,048,819
🔒 Albany City Unified School District	$0
🔒 Alameda City Unified School District	$753,278
🔒 Peralta Community College District	$1,212,665
Total	**$7,614,531**

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 NACAE regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students in meeting their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college.

The NACAE implementation plan for the 2016-17 program includes the following:

• Develop education campaign through branding and marketing to ensure internal and external audiences are well-informed of the consortium, our work, and services available.

• Redesign consortium website to ensure it is user-friendly, student focused, and provides comprehensive content related to our services.

• Align and Improve Assessment: Adult School, community college instructors and administrators team will continue to discuss the idea of aligning and improving the initial student assessment, career planning and placement process. We will complete research into common assessment options and/or shared regional assessment locations and decide next steps to streamline this process for students.

• Align Curriculum between Adult Schools and Community Colleges: Adult School, community college instructors and administrators team will continue meeting to align and develop curriculum between the Adult Schools, community college and educational partners, including articulation agreements.

• Provide Adult School-to-College Transition Services: Ensure a "warm hand-off" from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.

• Create Bridges to Existing Career Pathways and Create New Pathways: Build and expand courses that expose students to career options and contextualize basic skills to career-themed programs; build pathways that motivate learning, enable students to develop marketable skills, and link learning to employment.

• Provide Wraparound Support Services to Ensure Student Success: Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration. Generate resource map incorporating input and information.

• Coordinate Data Between Community Colleges and Adult Schools: Convene a subcommittee of consortium members to explore issues, including student privacy, and work with regional consortia to purchase and implement data collection software and sharing mechanisms between Adult Schools and community colleges.

Our goal is to implement strategies this year to ensure we are practicing methods to improve the adult learners' adult school, community college to workforce experience and opportunities.

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
Civicorp		Workforce Development, Charter High School, Americorps
Unity Council		The Unity Council is a non-profit community development corporation committed to enriching the quality of life for Oakland residents, with a focus on the Fruitvale neighborhood. Our Mission is to help families and individuals build wealth and assets through comprehensive programs of sustainable economic, social, and neighborhood development.
Urban Strategies		Our mission is to eliminate persistent poverty in the Bay Area by working with partners to transform low-income neighborhoods into vibrant, healthy communities. We do this by leveraging research, policy, innovation, collaboration, and advocacy to achieve equity and social justice.

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

The Peralta region is home to dozens of community-based, non-profit organizations serving adult learners. The NACAE Consortium continues to allocation 5% of their (non-MOE) funding - approximately $130,000 - for these organizations in an effort to align and strengthen services for students. A challenge has been establishing mechanisms to facilitate partnerships and alignment. In early October this year, NACAE will host an all-day workshop with CBO partners to refine three distinct areas of collaboration. Based on the results of this workshop, NACAE will develop and issue an RFP to determine which CBO's and services to fund with Consortium funds and which to align and how to align them with no additional funding. Anticipated outcomes: a mechanism for student referrals and follow-up, a coordinated system for enhancing college-readiness across partners, and improved processes for transitioning students from one CBO or Adult School into the Community Colleges.

Key partners in this effort:

Urban Strategies Council: organizing CBO's and facilitating broad-based engagement
Civicorp: providing expertise in current alignment systems
Unity Council: leveraging other existing partnerships (WIOA, Bridging programming)

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 expanded levels of service in the areas of Adult Basic and Secondary Skills and courses for Immigrants/ESL. Adult schools established three separate sites with both morning and evening classes at locations either on community college campuses or immediately adjacent to college campuses. Conducting student registration and assessment over a series of dates, times, and locations was paramount to building capacity for the new courses. Consortium partners (Laney College and Merritt College) were instrumental in offering technical assistance (as well as potential classroom space) for the project.
Alameda Adult School added three waitlist ESL classes for Beginning Literacy, Beginning Low and Beginning High Levels (139 students); a GED Prep ELA/Sci/SS Class (9); and a Basic Computer Class for ESL Students (17).

Developing and implementing a sequence of leveled classes that will develop academic skills in the context of college and career readiness; additionally, providing students with the necessary guidance and support in gaining access to relevant community college programs. Finally, locating these classes in close proximity to community college campuses to effect a seamless transition was major objective

Enrolling adult school high school diploma students as concurrent students at Peralta, required policy to be adapted to be more specifically applied to Adult students.

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.

> Working in conjunction with the Career Ladders Project as its consultant, the Northern Alameda Consortium for Adult Education actively engaged in rethinking and redesigning an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success.
>
> In 2015-16, Design Teams met regularly to develop programs (Adult School and Community College) in preparation of approval of new curriculum/courses at college and district (CIPD) levels. The Consortium is currently developing materials for bridge program models in the following content areas: skilled trade (marine technology, water/waste technician; early childhood education; culinary arts/hospitality; maritime management, and entrepreneurship).
>
> The ESL Design Team created a map of the ESL classes offered throughout the region, adult schools and community colleges. Students now have a single resource to see where they can access ESL classes in the region: ESL levels and locations.
>
> The Consortium piloted an iBEST model: co-teaching of an adult school basic skills within a community college class.
>
> Oakland was able to fill instructional gaps by adding Adult Basic Skills and leveled ESL instruction.

> Facilitating an understanding of various models of transitional/bridge programs that link adult schools and community colleges, utilizing new "Enhanced Non-Credit" program development at the community colleges.

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 | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single 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.

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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.

> The adult schools are aligning basic skills appraisal, placement and assessment using CASAS. The Regional Consortium is working toward aligning the CASAS assessment with the community college assessment tool.
>
> Additionally, each member College has/is hiring a Transitions Liaison to help students through the college enrollment process, and provide support as the students navigate college.

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	Basic Skills Assessment

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?

> ASAP will enable enrollment, demographics and performance reporting aggregated among adult school members.

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	ASAP	Student Information Management System/Data Tracking

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.

> NACAE members are aligning efforts with our regional Career Pathways Trust (CPT), Basic Skills & Student Outcomes Transformation grants, and the Student Success and Support Program (SSSP) and related focus on improving equal access and outcomes at the Peralta Colleges. With our K12 and WIOA CPT partners, we are making improvements to our regional work with employer engagement. We have built systems and infrastructure to scale the number of employers connected with our programs and students. With our Basic Skills efforts, the Colleges will be taking a closer look at non-credit course development in CDCP pathways in collaboration with our Adult School partners, with a particular focus on contextualized

CTE strategies and furthering our use of the i-BEST model. With our SSSP/Equity work and the launch of our Transitions Liaisons at the Colleges, we will be improving our ability to identify and assist students earlier in their career exploration and college readiness pathway, focusing on improving access and smoothing transitions for recent immigrants, first generation college students, and other groups currently under-represented at the colleges and various college programs.

2015-16:
·   Focusing instruction on college and career readiness Oakland Adult resulted in an increase of student transitions to employment by 4%, an increase to post-secondary education by 7%.

·   Alameda Adult School convened a counselors group with Peralta and K/12 district to implement strategies to assist students with college enrollment process and research career and college information. Enrolled 11 concurrent students.

·   Berkeley Adult School (BAS) worked with College faculty to identify required math skills for success in a beginning electronics course that has experienced a high drop-out rate. Additionally, BAS worked with Laney faculty to articulate a 9-week FT culinary program.

·   Piedmont Adult spearheaded the SB-172 work to identify students who successfully completed units to earn a GED or Diploma and conducted outreach to inform the students of their completion. Approximately 300 students were served.

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
Begin course in electronics/math as bridge to technical training	Students more likely to succeed in high-demand skills training	ASAP
Provide basic skills instructor for Laney culinary program	Improved basic skills of Laney culinary students	ASAP
Continue work of select CTE design teams	Identify possible articulation agreements and other areas of collaboration for sake of student benefit and good resource stewardship.	Improved enrollments and attrition rates in CTE programs at all member institutions.

Objective 4: Gaps in Services

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

Oakland Adult School expanded its course offerings which resulted in a 17% enrollment increase.

Alameda Adult School also expanded it course offerings and continues to realize growth.

Berkeley Adult School maintained existing adult school programs in the face of rising costs to prevent further increase in service gaps. BAS linked with key non-profits organizations serving adults with disabilities- Ala Costa and Center for Independent Living, Berkeley. BAS explored program designs for enhancing employability of severely disabled adults (AWD).

Additionally, BAS will work with other units of BUSD to define courses of adult learning to support children at elementary, middle school and high school levels.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Resume feasibility study of culinary boot camp		
Begin Career Exploration in Health Care course	Increased enrollments and completion of health care skill training courses. Increased job placements	JOb placement records
15 ESL classws	Increase enrollment by 10%	ASAP
18 ABE, GED classes	INCREASE ENROLLMENT BY 10%	ASAP
Maintain existing adult school programming	Literacy gains, HS diplomas, job skill gains	CASAS testing, transcript assessment, student surveys
AWD exploration with Ala Costa	New courses designed	Advertisements of new course offering
Implement self-determination training with Ala Costa	New course delivered	Student surveys, staff reports
Implement employability training with CIL	New course delivered, job placements for adults with disabilities	job placement stats
Design training interventions for adults to support children in academic success	courses defined, curriculum created/adopted	announcements, advertisements of courses coming in spring 2017
Deliver training for adults to support children in academic success	adults improve quality of activities to support children in math and literacy	adult student surveys

Objective 5: Acceleration

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

Alameda Adult School funded robotics curriculum materials for science class project based learning to bridge student's knowledge of math and science to applied science.

In 2015-16, BAS studied feasibility of growing in-house experts to meet the needs of students with learning disabilities, however, it was decided to hire experts in the field. Appling greater expertise in learning disabilities to basic skills and high school instruction will accelerate learning for adult learners who are faced with this barrier.

BAS identified a significant number of ESL students who scored high on the life-skill based CASAS instrument, but are not academically prepared for success in high school level work or for technical skill training in English. Therefore, BAS designed a new course, ESL Bridge to Adult Secondary Education, to address students' needs to advance to higher levels of training. The Bridge course will include math, reading and writing for academic success.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Continue SB-172 outreach effort	Award more diplomas/GED completion	ASAP
Provide half time special educator to support teacher professional development for supporting adult school students with learning disabilities	increased literacy gains	CASAS testing, transcript assessment, student surveys
Begin morning and evening ESL Bridge Class	increased literacy gains, increased readiness for further formal education	test scores

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.

Weekly program Professional Learning Communities (PLC) in Oakland resulted in improved student outcomes in basic skills: an increase in WIOA payment points by 28%.

Alameda Adult School paid teacher curriculum development time to work towards aligning levels within the school and towards alignment of CCRS.

BAS plans to apply greater expertise in learning disabilities to basic skills and high school instruction and share the expert to assist other consortium members in this area.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Weekly PLC by program	increase basic skills outcomes by 10%	CASAS, WIOA payment points
Provide half time special educator to support teacher professional development for supporting underserved students with learning disabilities	increased literacy gains	CASAS testing, transcript, student surveys

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.

NACAE began collaborating with United Parcel Service (UPS) to look into aligning COA's Diesel Mechanic program ensuring it meets industry standards and creating pathways for students to be hired into UPS upon completion. We also plan to look at internship opportunities for the program and the industry leader.

Objective 7 Activities

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

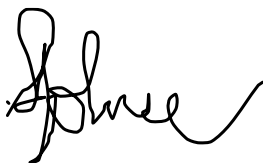| Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Employer engagement	WIOA, CPT		Increased number of employers engaged with NACAE students	Improved job placement and retention rates
Non-credit course development	Colleges and Adult Schools		Increase quantity and quality of aligned noncredit courses offered in Career Development College Preparation sequences	Enrollment and completion rates in non-credit CDCP courses
Improved access			increased number of students successfully transitioning from adult school and GED programs to community college	increased enrollment of non-traditional, under-represented student groups in the Peralta Colleges.

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.