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
15-328-41	43 Rancho Santiago

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
Gascon, Chrissy	Director, AEBG	(714) 628-5969	gascon_christine@sccollege.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
Kudlik, Richard	Fiscal Services Manager	(714) 480-7349	kudlik_richard@rsccd.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
Murray, Ryan	Santa Ana Unified School District	(714) 571-4401	ryan.murray@sausd.us	09/22/2015
Torres, Kerrie	Orange Unified School District	(714) 628-4467	ktorres@orangeusd.org	08/13/2015
Vachet, Mary Lou	Orange County Department of Education	(714) 719-0908	mvachet@ocde.us	09/28/2015
Van Luit, Connie	Garden Grove Unified School District	(714) 663-6305	cvanluit@ggusd.us	04/17/2016
Fasbinder, Lori	Rancho Santiago Community College District	(714) 628-5971	fasbinder_lori@sccollege.edu	05/31/2016

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]

revisedgovernancesignatures8116.pdf

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.

To fiscally manage the Adult Education Block Grant, the fiscal agent has provided members with subcontract agreements. These agreements include detailed Scope of Work and Budget Detail sheets. The Budget Detail sheets include details on object codes and pre-calculated cells to provide members an embedded "checks and balance" system to avoid data entry errors. These cells also calculate the indirect costs for the member agencies and/or districts. The Scope of Work sheets include brief narratives to substantiate the expenditures during the specified reporting period. The RSCCD accountant assigned to AEBG monitors these expenditures monthly and works with the AEBG Director to assure that expenditures are within the AEBG approved guidelines. The submitted expenditure and progress reports from the members are then compiled at the consortium level to generate the consortium fiscal report. Finally, the RSCCD's certifying official certifies the expenditures and submits the report to the state on behalf of the consortium.

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
🔒 Santa Ana Unified School District	$0
🔒 Orange Unified School District	$6,722
🔒 Garden Grove Unified School District	$1,455,875
🔒 Orange County Department of Education	$0
🔒 Rancho Santiago Community College District	$2,940,533
Total	**$4,403,130**

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 Rancho Santiago Adult Education Consortium's objective for the 2016-2017 year is to continue with the goals set forth in the Regional Comprehensive Plan (RCP). During this past year, the priority was to build a foundation so that the Consortium members could implement the planned strategies set forth in the RCP. The Consortium had great success with putting these priorities into motion.

2015-2016 Goal: Establish new sites in underserved areas

In April 2016, the College and Workforce Preparation Center (CWPC) opened with a focus on developing career and educational pathways. The Center serves adult learners in many of the AEBG program areas, including High School Diploma/GED, Adult Basic Education, and Short-Term CTE, as well as wrap-around services, such as counseling. The CWPC is located in an underserved area in the City of Orange and serves as an office for new faculty, as well as the hub for Consortium activities including Executive Committee and Strategy Proposal Workgroup meetings.

2015-2016 Goal: Hire faculty coordinators and researcher

By the end of Summer 2016, RSAEC hired nine additional full-time faculty members and one Teacher on Special Assignment (TOSA). Areas represented are: ESL/Citizenship, ABE/ASE (specializing in English, Math, and Science), Short-Term CTE/Pre-Apprenticeship Programs, and Adults with Disabilities. All new faculty coordinators have been processed and are ready to begin their assignments in Fall 2016. RSAEC has also hired a Research Coordinator and Applications Specialist III to facilitate and collect the data for the Consortium.

2015-16 Goal: Establish articulation agreements between credit and noncredit programs

Noncredit ASE at Santa Ana College (SAC) articulated both high school English and Math to allow students to go directly into the next level of each course at the college without a placement test.

2016-2017 Vision: Offer more classes and increase support services to serve an increasing number of students

One goal is to open another new site, at Santa Ana College's main campus. This site will serve noncredit adult learners in the areas of ESL, ABE/ASE, Short-Term CTE, and Programs for Adults with Disabilities. Providing noncredit classes on the main campus will increase opportunities for students to transition into credit programs.
Other goals include expanding articulation agreements between noncredit and credit programs, increasing course offerings in programs for adults with disabilities, implementing the evening childcare program successfully piloted by SAC Continuing Education in Spring 2016, and piloting an on-site tutoring center for noncredit GED, ESL and ABE students at SAC.

Our professional development goal is to invite all Consortium members to Rancho Santiago Community College District (RSCCD) noncredit workshops, and encourage members to attend the AEBG Summit and other related conferences.

In the area of leveraging resources, RSAEC's goal is to break down transportation barriers and improve access to classes in the community for adult learners, in part by leveraging sites at locations including Santa Ana Unified School District (SAUSD), Orange Unified School District (OUSD), the Orange County Sheriff's Department (OCSD), and multiple community organizations such as the Friendly Center, Boys and Girls Club, and Taller San Jose.

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
Boys and Girls Club	Non-profit	Partnering to provide educational services to adults by leveraging facilities and support services
Children's Hospital of Orange County	Business	Hospital with 3000 employees, partnering to provide internships for adults on the autism spectrum through Project Search
Delhi Community Center	Non-profit	Leverages facilities to provide classroom space for adult learners
Employment Development Department	Workforce Agency	Employment aid (financial and developmental)
Family Autism Network	Non-profit	Works to increase access to local and national autism resources in areas such as education, employment, transportation, housing and community integration.
Garden Grove Police Department	Corrections	Provides community service by partnering in education through their Community Liaison Department
Grandparent Autism Network	Non-profit	Works to increase access to local and national autism resources in areas such as education, employment, transportation, housing and community integration.
Integrated Resources Institute	Non-profit	Provides assistance in obtaining employment and supportive services such as transportation, mentorships,and job coaching for adults with disabilities
Orange County Library	Non-profit	Provides adults with library cards, community support services, tours of facilities and civic information
Orange County Re-entry Program (OCREP)	Public/Private Partnership	Coordinates service providers who serve formerly incarcerated adults in the community
Orange County Sheriff's Department	Corrections	Partnering to provide inmate education and support services to incarcerated and formerly incarcerated adults
Orange County WDB	Workforce Agency	Employment development services, one-stop services
Project Search	Non-profit	Provides internship program model to businesses interested in participating with training and employment opportunities for adults with disabilities
Regional Center of Orange County	Non-profit	Provides life skill, employment and educational services to persons with disabilities
Santa Ana Library	Non-profit	Provides adults with library cards, community support services, tours, classes for adults, civic information and leverages facilities for educational purposes
Santa Ana WDB	Workforce Agency	Employment development services, one-stop services
Social Services Agency of Orange County	Workforce and Educational Agency	TANF, CalFRESH, educational programs, internships, counseling, family welfare programs
Vocational Rehabilitation Agency	Workforce & Educational Agency	Job re-entry programs, training, internships and job placement for persons with disabilities

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

Santiago Canyon College (SCC) Continuing Education has partnered with Integrated Resources Institute, Regional Center of Orange County, CHOC Children's Hospital, and University of California, Irvine to develop and implement a Project SEARCH program at CHOC. Project SEARCH is a job training internship for adults with disabilities that takes place 100% at the work site. The partners implemented Project SEARCH at CHOC in June 2016, with SCC coming on-board as the educational provider in July. The internship is one year and provides training for ten adults on the autism spectrum in ten different workplace modules (example placements include the Clinical Nutrition, Bio-Med, Food Services and Neuroscience Departments). The modules are on a 10-week rotation, which provides the interns with career exploration and hands-on-training. The interns have 1.5 hours of classroom time in addition to on-the-job training provided by their instructor and job coaches. SCC is providing courses in VBUS 12: Workforce Readiness, SSD 787: Employment Preparation for Adults with Developmental Disabilities, and VFOOD 10: Institutional Food Preparation. Upon completion, students will be able to earn a state recognized CTE certificate in Commercial and Institutional Food Preparation and receive preparation to take the ServSafe Food Protection Manager Certification.

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.

Expanding services was RSAEC's number one priority in the Regional Comprehensive Plan. On April 11, 2016, RSAEC opened a new center in the City of Orange focusing on expanding AEBG programs to this underserved area of the region. The College and Workforce Preparation Center (CWPC) has four classrooms and currently serves adult students in the areas of ESL, High School Diploma/GED, Adult Basic Education, and Short-Term CTE. It is the Consortium's intention to provide programs for Adults with Disabilities at this site in the near future. In addition to the class offerings, there are counselors on site to support students with their educational planning, and four full-time coordinators in the areas of ESL, ASE/ABE, Short-term CTE, and Adults with Disabilities, to collaborate and work on meeting students' needs. The Consortium's AEBG Director and Applications Specialist III are also housed at CWPC. In the four months since the site has opened, there have been many successes. CWPC has welcomed over 175 students in the High School, GED and ABE programs, as well as an additional 75 students in short-term CTE and ESL. Counselors have held over 215 student appointments and the site has awarded high school diplomas to six adult graduates.

The challenges faced within the Rancho Santiago Adult Education Consortium have derived mostly from lack of time during the first AB104-funded year. Within the Rancho Santiago Community College District, it was difficult to find and lease proper educational sites to accommodate adult students. Some of the hurdles included finding adequate parking that also had good proximity to local transportation routes, completion of lease agreements, and board and state approval of agreements in a timely manner. With initial funding not being received until October 2015 and the holiday closures occurring soon after, it postponed the opening of the College and Workforce Preparation Center until April 2016. In addition, the proposed Santa Ana Center has also seen challenges as the district has not yet located an appropriate site to serve students' needs. Another challenge is outreach. It has been difficult to advertise and get the word out about the new locations and programs offered. Within Garden Grove Unified School District (GGUSD) Adult Education, it has also been difficult to expand. One of the main challenges for GGUSD has been that they cannot hire any additional instructors at their adult education sites, which is necessary to expand their program offerings.

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 second priority for RSAEC was to hire full-time employees to help with the implementation of the AEBG strategies set forth in the Regional Comprehensive Plan. In order to meet regional needs, the hiring of nine full-time tenured-track professor/coordinators, as well as one Teacher on Special Assignment (TOSA) was essential. These ten new faculty/TOSA members have specialties in five of the AEBG program areas: ESL/Citizenship, ABE/ASE (specializing in English, Math, and Science), Short-Term CTE/Pre-Apprenticeship Programs, and Adults with Disabilities. Another area of success was providing HiSET testing for incarcerated adults. During 2015, GED testing ceased inside the jails due to the implementation of computer based testing. Through AB104 funding, the Consortium purchased HiSET vouchers and hired test proctors and a testing coordinator to oversee the five county jails. Adult learners within the jail are now able to test and work towards the completion of their high school equivalency certificate. The Consortium has also reached out and formed partnerships within the local business community including WDB, EDD, and the Social Services Agency. These partnerships will allow us to provide more services to the region's adult learners by sharing information and collaborating on a plan to help with student/client referral services.

Similar to the challenges faced with Levels and Types of Services, the challenges faced by RSAEC in the area of Regional Needs derived mostly from lack of time during the first AB 104 funded year. AEBG funding was not allocated to the members until October 2015. Within the Rancho Santiago Community College District (RSCCD) and Garden Grove Unified School District (GGUSD), this delayed the hiring process. Jobs were not able to be flown until funding was received. Again, with the holidays coming so soon after the funds were received, it delayed and pushed back the application screening and candidate interviews until Spring 2016. Due to this delay, new full-time faculty coordinators at RSCCD and the TOSA at GGUSD have not been able to start their assignments. The positions are scheduled to begin in Fall 2016. This is a challenge, as the Consortium had hoped to have the new employees in place by spring in order to begin work on many of the planned strategies. In addition, the lack of time and the late funding also created delays within the jail programs with both the purchase of the HiSET vouchers and the hiring of the test proctors and the testing coordinator.

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.

Currently, the Continuing Education ESL Placement Test (MIS Code 8127) and the CASAS Appraisal System are still being used to place adult learners into ESL classes within Rancho Santiago Community College District (RSCCD) and Garden Grove Unified School District (GGUSD), respectively. Within ABE/ASE, the CASAS Reading Appraisal Form 80R and Form 187R continue to be used for student placement at GGUSD. The TABE is used for student placement into ABE/ASE at RSCCD, and the CAASP is being used for ASE placement at Orange Unified School District (OUSD). Faculty at both Santiago Canyon College and Santa Ana College continue to work on the implementation of the Common Assessment Initiative and are participating members in the statewide workgroup. For assessing learning gains within the ESL and ABE/ASE departments, CASAS and EL Civics testing is being used at all sites within RSCCD and GGUSD. RSCCD has created ESL pre- and post-exams to help determine course completions and grades. In addition, GGUSD has created new ESL exit exams to facilitate the alignment of grade completions and advancement.

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
CAASP	SBAC	High School Placement
CASAS Life Skills and Reading Tests	CASAS	Evaluate student learning gains
CASAS Listening and Reading Appraisal System	CASAS	ESL and High School Placement
Continuing Education ESL Placement Test (MIS Code 8127)	N/A	ESL Placement
EL Civics	CASAS	Assessment of Life Skills including civic and community
ESL Pre/Post Exams	N/A	Learning Gains within a course, course completions and grades
GGUSD Exit Exams	N/A	Course completions and grades
TABE	CTB McGraw-Hill	High School 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?

For 2016-2017, the Rancho Santiago Adult Education Consortium (RSAEC) will be collecting data through a variety of systems. RSAEC has hired a Research Coordinator and an Applications Specialist III to facilitate and collect the data for the Consortium. The Research Coordinator is working within Rancho Santiago Community College District (RSCCD) to align data collecting between the two colleges and to put systems into place to provide clean data. The Research Coordinator is also reaching out to the other members to facilitate and make sure that the data is collected and rolled-up properly for the 2016-2017 Annual Report. The Applications Specialist III is currently working on a new RSCCD registration form that will gather much needed data upon entry and align with both the AEBG and WIOA requirements. Coordination with GGUSD and Orange Unified School District (OUSD) will also take place to capture the necessary data upon entry through new registration forms. Within RSCCD, data will be entered into TopsPRO Enterprise, Scheduling and Reporting System (SARS), and Colleague-UI by Ellucian. Within Garden Grove Unified School District (GGUSD), data will be entered into TopsPRO Enterprise and AERIES, and OUSD will enter data into AERIES so that data can be available for reporting.

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
Aeries	Aeries	Captures and stores student registration, attendance, master schedule of courses, teacher information, grades, and demographics
Ellucian Colleague	Datatel	Captures and stores credit and noncredit student registration, attendance, master schedule of courses, teacher information, transcripts, grades, course/diploma/certificate/degree completions and student demographics
Scheduling and Reporting System (SARS)	SARS	Provides a system to schedule counseling sessions, track student support services, and capture and store student educational plans
TopsPRO Enterprise	CASAS	Captures and stores test scores, course completions, learning gains, student demographic data, WIOA Title II accountability requirements

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.

Some of the strategies to integrate seamless transition include the articulation of classes between noncredit/adult education and the credit courses at the community college. During the 2015-2016 year, the noncredit ASE department at Santa Ana College (SAC) articulated both high school English and Math to allow students to go directly into the next level of each course at the college without a placement test. In the 2016-2017 year, Santiago Canyon College (SCC) will be working on the same articulation agreements. This particular strategy has been leveraged with the BSI Transformation Grant at SCC, so as not to duplicate efforts. Strategy meetings to align and articulate noncredit and credit ESL will begin in Fall 2016. Initial meetings have begun at both SAC and SCC with Garden Grove Adult Education (GGAE) joining the SAC workgroup. Another strategy that will be started in Fall 2016, is rewriting of the ESL curriculum for noncredit at SAC and SCC. The new curriculum will be based on the new standards and will help students transition into postsecondary or career pathways. The curriculum team will be headed by the new ESL coordinators and will include faculty and instructors from SAC, SCC and GGAE.

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
Articulation of classes in the areas of ESL, Math, English and CTE (incl. Pre-Apprenticeship)	Create articulation task force groups Create articulation agreements to allow more seamless transitions between noncredit and adult education to credit programs	Track the number of articulation agreements that are formally signed and instituted. Track the number of noncredit/adult education students who complete a class that has an articulation agreement and track the number of those students that transition into the articulated class.
Alignment of classes across the region Use of CB-21 coding as a guide	Create a system to identify similar classes to limit duplication of effort Create a greater ease of transitioning between programs	Track number of students transitioning between programs and identify the placement assessment tools used. Track methods of placement across the region and number of times that alignment was used as one of the placement methods
Creation of curriculum designed to help adults with disabilities. This curriculum includes but is not limited to: noncredit Life Skills classes, workforce preparation/training, job coaching curriculum, internship programs and on-the-job training, workforce soft skills for adults on the autism spectrum and transition programs for AWD students who are currently enrolled in the K-12 transition program.	Increase in services to the AWD population Complete writing and implementation of new curriculum Create a new pathway to education and career readiness skills for adult learners in the AWD program	Track the increase in student enrollments Track the increase in new courses offered Track the number of AWD students transitioning into a credit program or the workforce
Creation of a high school program to capture students who have aged out or are too credit deficient to graduate from the traditional K-12 programs	Increase in students obtaining their high school diplomas Increase in support services used by enrolled students Increase in student transition rates to postsecondary or the workforce	Track the number of students transitioning into the HS program Track the progress of students in completing courses toward their high school diploma goal Track the number of students completing their high school diploma Track the number of student hours spent with counseling services, the alignment of their education plan with course taken, and the success of meeting their listed goals Track number of students entering a postsecondary program or the workforce
Create revised and/or new curriculum. This includes all seven of the AEBG Program Areas as listed in AB104	Create and develop new curriculum that incorporates math, career readiness skills, and contextualized based learning methods Create curriculum that is aligned across the region, including alignment between adult education and noncredit, and between the credit departments and noncredit and adult education Reduce duplication of effort and create a system of seamless transition that incorporates articulation agreements	Track the increase in student retention rates Track the number of new courses created Track the number of articulation agreements created Track the number of certificate completions Track the gain in literacy skills Track the number of program completions with student transfers to the workforce, adult secondary education and/or postsecondary education
To meet the needs of adults with disabilities in mainstream classes such as CTE, ESL, ASE and ABE Hire Instructional Assistants with a background in special education	Create a better learning environment for students with disabilities Increase the number of students who receive assistance with their learning needs, behavioral needs, and physical limitations	Track the increase in students with disabilities in mainstream courses Track the number of course completions obtained by this student group Track the amount of students that have contact with the IA's
Purchase of classroom materials including but not limited to computers (such as Chormebooks/Surface Pros/iPads, computer software, textbooks, and supporting materials to align with the newly revised curriculum and articulation agreements	Strengthen career and educational pathways Align coursework with the classroom learning materials	Track the increase in student retention rates Track the number of High School Diplomas awarded Track the number of program completions with student transfers to the workforce, adult secondary education and/or postsecondary education
To meet the needs of adults with disabilities in mainstream classes such as CTE, ESL, ASE and ABE Hire Instructional Assistants with a background in special education	Create a better learning environment for students with disabilities Increase the number of students who receive assistance with their learning needs, behavioral needs, and physical limitations	Track the increase in students with disabilities in mainstream courses Track the number of course completions obtained by this student group Track the amount of students that have contact with the IA's

Objective 4: Gaps in Services

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

For the 2016-2017 year, Santa Ana College (SAC) Continuing Education will implement the evening childcare program that was piloted in Spring 2016. The pilot was very successful and helped the parents of 75 children participate in evening classes by providing this much-needed support service. Babysitting will also be implemented at various community sites to better support adult learners. In order to expand services, SAC will open 8 new classrooms and an AEBG Office at Santa Ana College's main campus. These classes will include ESL, ASE/ABE, Short-Term CTE and programs for Adult with Disabilities. The new site will be an expansion of the three ESL classes and two ASE classes that are currently available on campus. This site will provide the perfect opportunity to transition students from noncredit to credit and allow for new programs incorporating contextualized learning in the area of CTE. This is also an area that RSAEC is leveraging with the BSI Transformation Grant to avoid duplication of effort. At Lincoln Education Center (GGUSD), two new Community Liaison Workers will be hired to assist students with registration and provide student support with language assistance in Spanish and Vietnamese when needed.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
To address issues of transportation and to increase access: Open the Santa Ana Regional Center to accommodate growing programs in geographically designated high-need areas where the adult population is underserved. This activity will address the gap of insufficient classes in high need areas. RSCCD will work with the Workforce Development Board to expand the efforts of serving adults in need of education to help them enter or re-enter the workforce. The new center will be a leased facility. Start up costs include but are not limited to furniture, computers, IT infrastructure, needed building improvements, and staffing.	Increase in student enrollment. Increase in students transitioning to higher levels of ESL. Increase in students integrating different programs into their study plans. Increase in adults transitioning from the inmate education (jail) program to the Santa Ana Center and enrolling in an ESL, ASE (HiSET) or CTE certificate program. Increase in the number of students transferring from community site locations to the regional center Increase in student access to counseling services and career and educational pathway advising	Track the number of students enrolled. Track the number of students completing a level and enrolling in the next level. Track the number of students taking more than one program of study at the same time. EX: ESL and CTE. Track the number of adults that transition from the jail program and enroll in an ESL, ASE (HiSET) or CTE certificate program. Track number of course completions. Track the number of students who transfer from a community site location and advance with an increase in course completions Track the number of student / counselor contact hours
To address issues of transportation and to increase access: Continue to fund the College and Workforce Preparation Center (CWPC) located in the city of Orange. This is a collaborative site for consortium members. All members will continue to be given access to office space, as well as opening the facility to community partners such as the OC WIB, EDD, and the OC Sheriff's Dept. The CWPC is a leased facility with funds needed being ongoing. Continued costs include but are not limited to furniture, computers, IT infrastructure and maintenance, building maintenance, and staffing.	Increase in student enrollment. Increase of classes for adults with disabilities. Increase in students integrating different programs into their study plans. Increase in the number of adults transitioning from the inmate education (jail) program to the Orange Center and enrolling in an ESL, ASE (HiSET) or CTE certificate program Increase in the number of students transferring from community site locations to the regional center Increase in student access to community services such as One-Stop programs Increase in student access to counseling services and career and educational pathway advising	Track the number of students enrolled. Track the number of students completing a level and enrolling in the next level. Track the number of students taking more than one program of study at the same time. EX: ESL and CTE. Track the number of adults that transition from the jail program and enroll in an ESL, ASE (HiSET) or CTE certificate program. Track number of course completions. Track the number of students who transfer from a community site location and advance with an increase in course completions Track the number of students utilizing community service programs Track the number of student / counselor contact hours
To address issues of limited or no full-time faculty: Hire and continue to fund the 9 full-time faculty member positions and 1 Teacher on Special Assignment (TOSA) position consortium wide. (5 FT faculty coordinators at SAC-SCE, 4 FT faculty coordinators at SCC-SCE, and 1 full-time TOSA at GGUSD). These full-time faculty members will address the gap of not having anyone to work on important strategies such as curriculum development, articulation agreements, and assessment and course alignments within the consortium.	Hire Full-time faculty at SAC-SCE, SCC-SCE and GGUSD Increase in the amount of articulation agreements Increase in new curriculum, courses and certificates being developed Increase in completion of work Increase in the speed of which AEBG strategies are implemented	Track the number of full-time faculty hired Track the number of articulation agreements that are formally signed and instituted Track the number of new courses written and implemented Track the number of new certificates created Track the amount of work completed Track the number of implementation strategies implemented
To address the issue of lack of on-site evening babysitting: Implement the Childcare Center that was piloted in Spring 2016 to accommodate parents in need of evening childcare. The center will be open from 5PM to 9PM, Monday through Thursday. Children will be supervised and receive dinner. Location will be at the Centennial Education Center (CEC)	Increase in the number of new students attending evening classes due to stable babysitting for their children. Increase in the evening student retention among returning students. Increase in the overall attendance from students who have their children enrolled at the Childcare Center Increase in the number of students taking additional classes across program areas (ESL, CTE, ABE, ASE, etc.)	Track the number of new students who have enrolled in classes for the first time, or are coming back after a significant time due to lack of babysitting. Track the number of students who enrolled their children at the Childcare Center and also had course completions for spring 2016. Track the percentage increase in student attendance in returning students who now have their children enrolled in the Childcare Center. Track the number of students who are taking additional classes and track which program areas that they are enrolled in

Activity	Outcomes Expected	Method of Assessing Impact
To address the lack of high school equivalency testing in the inmate education programs due to GED testing no longer being an approved method of testing: Continue to provide HiSET exam vouchers, funding for a testing coordinator and testing proctors at the Santa Ana City and Orange County Jails for the inmate education programs	Increase in number of students enrolled in HiSET classes Increase in the number of students who will have access to paper and pencil high school equivalency exams Increase in effectiveness of the program due to an increase in testing proctors Increase in the reduction of the recidivism rate of inmates who were enrolled in the HiSET program	Track the increase in the number of students enrolled in the HiSET courses Track the number of students passing subject tests Track the number of students passing all exams and earning equivalency certificates Track the number of students transitioning from the jail HiSET program to the continuing education program upon release, and track the number of completions from this group Track the decrease in the recidivism rate of inmates who were enrolled in the HiSET program
To address the need to gather reliable data to measure the success of AEBG strategies as well as to complete annual statewide data and accountability deliverables: Continue the support and funding of the AEBG Research Coordinator	Gather data in the 7 program areas and 7 objectives listed in the AB104 Guidelines Gather data to measure the outcomes that align with WIOA as stated in the AB 104 legislation Gather other items of data that the consortium deems necessary for state updates, collaborations with other agencies, etc.	Track the completion of the state required performance measures
To address the need to create computer based programs to filter and gather stored data to measure the success of AEBG strategies as well as complete annual statewide data and accountability deliverables: Continue the support and funding of the Applications Specialist III	Create programs to gather data in the seven program areas and seven objectives listed in the AB104 Guidelines Create programs to gather data to measure the outcomes that align with WIOA as stated in the AB104 legislation Create programs to gather other items of data that the consortium deems necessary for state updates, collaborations with other agencies, etc.	Track the completion of the state required performance measures
To address the need to expand marketing and outreach: Fund outreach and advertising of AEBG program area classes	Create and distribute flyers to neighborhood schools, door hangers in nearby neighborhoods, and mass mailings Fund an Open House to advertise the grand opening of the new centers in Orange and Santa Ana Update the RSAEC Website	Track the increase in regional awareness of the consortium to community and business leaders Track the increase in public awareness of new classes and sites resulting in increased enrollment
To address the need to have a permanent employee in charge of coordinating the efforts of the Adult Education Block Grant for the Rancho Santiago Consortium: Continue the support and funding of the AEBG Director for RSAEC	Consortium runs smoothly and meets all state deliverables incl: CFAD reports, updates on Regional, 3-Year Amended and Annual Plans Monthly public meetings are held and follow the RSAEC governance plan All members follow the state guidelines and allowable uses set forth in AB104	Track monthly meetings held in a timely manner and that public notice was given Track the completion of the state deliverables Track that the guidelines and allowable uses are followed
To address the need to service adult students at GGUSD Adult Education: Hire School Community Liaison Workers	Assist students through the registration and enrollment process and other duties - including by not limited to communicate RSAEC course offerings, class descriptions, career pathways, and community consortium plans and activities Provide students assistance in Vietnamese and Spanish Assist with multiple duties related to the Regional Comprehensive Plan's objectives	Track the number of students completing the enrollment process Track the increase in public awareness to consortium programs and courses available
To address the gap in security at the new AEBG sites: Purchase a security vehicle which will allow for roving security officers to maintain safety at AEBG program locations	Assist the new AEBG sites with security	Track number of security problems Monitor and Track decrease in security issues
To address the gap in services due to loss of funding: The previous GGUSD MOE allocation will be used to fund maintenance of ongoing programs at Lincoln Education Center and Clinton Corner - including but not limited to programs in the seven AEBG Program Areas, materials, staffing, facilities, maintenance, computers, IT, etc.	Maintain services at GGUSD Adult Education facilities Develop new curriculum under the AB104 guidelines	Track number of class completions Track number of students attending Track completion of new curriculum

Activity	Outcomes Expected	Method of Assessing Impact
To address the gap in services due to loss of funding: The previous OUSD MOE allocation will be used to fund maintenance of ongoing programs including but not limited to programs in the seven AEBG Program Areas, materials, and staffing	Maintain programs for adults in secondary education programs (high school diploma, GED, HiSET) Develop new curriculum under the AB104 guidelines	Track number of class completions and high school diploma Track number of students attending Track completion of new curriculum
To address the need for accurate acounting of Consortium funds: Hire a Senior Account Clerk in order to assist members with fiscal aspects of the grant including but not limited to: monthly budget reporting, rolling-up of expenditures, creating and maintaining sub-contract agreements, and working as a liaison between RSAEC budget offices	Create a better budget system Strengthen communications between budget offices Report expenditures in a timely manner Create accurate AEBG consortium-wide expenditure roll-up reports	Expenditure reporting is completed and delivered to the state on time Monthly budgets are completed on time. Subcontract agreements are executed in a timely manner
To address the need of wrap around services such as babysitting at off-site location, provide funding for babysitting during class/hours of instruction	Increase in student retention Growth in student attendance Growth in new students attending programs	Track the number of students attending classes Track student retention Track the number of new student enrollment
To address issues of transportation and to increase access: Open a new AEBG Center at Santa Ana College to accommodate growing programs in geographically designated high-need areas where the adult population is under-served. This new center will serve as the hub for transition to college credit CTE programs including but not limited to: welding, automotive, medical office, and pharmacy technician. This activity will address the gap of insufficient classes in high need areas. Start up costs include but are not limited to furniture, computers, IT infrastructure, needed building improvements, and staffing.	Increase in student enrollment. Increase in students transitioning into credit CTE courses. Increase in students transitioning to higher levels of ESL, obtaining HS Diplomas and transitioning into credit courses. Increase in students integrating different programs into their study plans. Increase in the number of students transferring from community site locations to the new AEBG hub Increase in student access to counseling services and career and educational pathway advising	Track the number of students enrolled. Track the number of students completing a level and enrolling in the next level. Track the number of students taking more than one program of study at the same time. EX: ESL and CTE. Track the number of students transitioning into a credit CTE course Track the number of high school graduates and ESL completers transitioning into credit courses Track number of course completions. Track the number of students who transfer from a community site location and advance with an increase in course completions Track the number of student / counselor contact hours

Objective 5: Acceleration

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

One of the strategies to be employed for 2016-2017 is to pilot an on-site tutoring center for noncredit students at SAC. The new center would be operational between 2:00pm-4:00pm and offer support services to students in the areas of high school diploma, GED, ESL and ABE. Data collection will take place to ascertain if students participating in the program completed courses during the semester and if the support services helped accelerate their progress. In the area of CTE, strategies include creating new, stackable certificates that can be completed as students move through their certificate program. This will allow students to earn a state-approved certificate to obtain a job while still continuing with their studies to obtain a higher level of achievement. In addition, the CTE coordinators will write new, contextualized curriculum that will allow students to complete basic skills simultaneously with their content courses. An example of this is a new course combining ABE Math with CTE-Excel. The math will be contextualized within the Excel course so that students will be able to utilize what they have learned in a directly applicable way.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Create stackable certificates which combine ESL, ABE and CTE classes	Increase in the number of students enrolled in CTE, ABE and ESL classes that are tied to the stackable certificate Increase in the number of course and certificate completions Increase in the acceleration of student progress toward entering a credit CTE certificate program, postsecondary degree program, or the workforce	Track the increase in the number of students enrolled in CTE, ABE and ESL classes that are tied to the stackable certificate Track the increase in the number of students with course and certificate completions Track the amount of time it takes to complete the stackable certificate program in comparison to taking the classes in a stand alone manner
Develop a warehouse purchasing and receiving class as part of the inmate education program to supplement the County Work Program (CWP) – for inmates working outside of the jail	Increase in the acceleration rate of the learning curve for on the job training Increase in the ability for inmates to achieve gainful employment upon release from jail	Track the number of inmates enrolled in the program Track the number of completions Track the number of inmates who receive gainful employment in the warehouse purchasing and receiving field
Develop alternative instructional delivery models to create new programs and certificates following best practice methods in the following models: I-BEST, Blended Learning Models, Start-Up Classes, other delivery models as determined by the Strategy Proposal Workgroup	Create and develop new curriculum that will accelerate the time needed to complete a certificate Create certificate programs that will promote seamless transitions to postsecondary programs or the workforce	Track the number of approved new classes and certificates Track number of students enrolled in classes (long term) Track the number of class and certificate completions (long term)
Pilot and implement a mixed appointment-based walk-in tutoring center for HSS, ABE, GED and Intermediate level ESL students	Improved student study skills and strategies for courses prioritized by faculty Create a "study hall" atmosphere for student learning	Track number of students participating in the tutoring center Track the number of students that show improvement Track retention rates in participating students Track the number of class/certificate completions of participating students
Pilot and implement an ESL Fast-Track program geared toward accelerating student progress by developing a strand of 9-week classes for identified learners	Decrease in the amount of time it takes students to complete the program Increase in student retention Increase in certificate and program completions Increase in the number of students transitioning to adult secondary programs, postsecondary programs and/or the workforce	Track number of course and certificate completion rates Track the increase in the student retention rate Track the amount of time taken to complete the Fast Track program Track the number of students transitioning into adult secondary education, postsecondary education, and/or the workforce Track the number of students who switch from the traditional model to the Fast-Track model

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.

One of the strategies for shared professional development includes inviting all members to Rancho Santiago Community College District's (RSCCD) noncredit professional development workshops. RSCCD holds over 200 workshops every academic year in the areas of ESL, ASE/ABE, Short-Term CTE, programs for Adults with Disabilities, as well as teacher training in best practices such as I-BEST. There is no cost and all members are invited to attend these workshops. The members have been asked to join the AEBG Summit in November and it is still being decided who will represent the Consortium from the different member districts/agencies. In addition, member attendance at in-state and approved out-of-state conferences highlighting AEBG strategies and best practices is encouraged by the Consortium. Member districts are encouraged to learn more about each other's systems (noncredit and adult education) by attending conferences geared to one or the other.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Attend in-state and out-of-state conferences (national) to provide professional development to support the seven AEBG program areas, seven AEBG objectives, and consortium work	Learn new ways of collaborating with our credit CTE faculty so that we can develop new pathways, articulation agreements and seamless transitions between noncredit/K-12 adult education CTE classes and our credit counterparts. Increased collaboration with peers Increased faculty and member knowledge on best practices	Track the number of students enrolled in a CTE pathway program. Track the number of students who transition into the credit program. Track the amount of articulation agreements that have been formed between credit and noncredit/ adult education providers. Track the number of new strategies formed from learned best practices
Provide Professional Development to train instructors and instructional assistants/tutors in newly revised/created curriculum, articulation agreement requirements and alignment in the seven AEBG Program Areas	Train instructors and Instructional assistants/tutors in newly revised/created curriculum, articulation agreement requirements and alignment in the seven AEBG Program Areas	Track the number of instructors, IA's and tutors trained Track the number of trained instructors, IA's and tutors that apply the new training to classroom/student experience
Host a 2-day I-BEST Workshop with faculty from noncredit, adult education and credit programs	Increase of faculty involvement in the development of new course curriculum and certificate programs using integrated/contextualized learning strategies. Increase in the offering of new classes in Integrated/ contextualized courses.	Track the number of new courses and certificate programs developed. Track the number of students who enroll in these new areas, and track the number of certificate completions
Organize site visits to explore best practices in other consortia as well as visiting member schools within RSAEC to learn more about each other's programs	Increase in regional collaborative relationships Increase in new best practices being offered within the Rancho Santiago region	Track number of participants attending site visits Track number of course implemented incorporating best practices
Develop a Professional Learning Community that includes consortium-wide participants	Collaborate with the existing PLC at SAC-SCE Increase number of participants Increase information on classroom research, instructional strategies, and development of new curriculum and best practices	Track number of new attendees Track amount/type of data gathered
Support instructors in learning about and attending training in Reading Apprenticeship	Increase in the amount of instructors who learn ways to teach students metacognitive reading strategies to improve students' comprehension and retention of academic texts and prepare them for college level coursework	Track the amount of qualified instructors who are qualified to teach these methods Track the increase in course offerings with reading apprenticeship as part of their supplemental curriculum

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.

Rancho Santiago Community College District (RSCCD) will continue to leverage sites at Santa Ana Unified School District (SAUSD), Orange Unified School District (OUSD), the Orange County Sheriff's Department (OCSD), and multiple community organizations such as the Friendly Center, Boys and Girls Club, and Taller San Jose. These leveraged sites allow for adult learners to have easy access to classes within their community and break down the transportation barriers that hinder many adults from taking classes. In addition, RSAEC has reached out to the Orange County Re-Entry Program (OCREP) to leverage space for their organization at the new AEBG College and Workforce Preparation Center. OCREP is a public/private partnership which aims to coordinate service providers who serve the formerly-incarcerated adults in the community. This strategy would break down social barriers and assist these adults with access to educational programs and support services, such as counseling. CHOC Children's Hospital is also leveraging classrooms and on-the-job training facilities for Santiago Canyon College while participating as the educational partner in Project SEARCH. New strategies are being formed with RSCCD to leverage classroom space with SAUSD and the Regional Center of Orange County to arrange classroom space to provide programs for Adults with Disabilities.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Increase funding to community sites in exchange for increased services (including but not limited to: babysitting services, on-site counselors, and Site Director offices	Local nonprofits including but not limited to: Think Together, Friendly Center of OC, Boys and Girls Club, Delhi Center	OUSD/SAUSD or community partner agency will provide babysitting services SCC-SCE will provide instruction and course programs GGUSD will provide babysitting services and provide instruction and course programs at their RSAEC facilities AEBG will fund the cost in the expansion of services		Track the increase in number of students served in correlation to the increase in the number of children served Track the number of course completions Track the increased number of hours as a result of expanded babysitting services
Leasing of Community Sites, including new sites in high need areas and updating facilities in high need areas (include but not limited to: classroom furniture and teaching aids, computers, iPads, carpet, window treatments, etc.)	Local nonprofits including but not limited to: Friendly Center of OC, Delhi Center, Boys and Girls Club	Reduced rent of facilities		Track the increase in number of students served Track the number of course completions Track the increased number of hours as a result of expanded site offerings
Pilot a satellite One-Stop at the College and Workforce Preparation Center (CWPC) to be paired with a career assessment center and CTE certificate programs	OC Workforce Development Board, Santa Ana Workforce Development Board, EDD, Social Services of OC, and the OC Sheriff's Department	It is proposed that the OC-WIB will provide One-Stop service. RSCCD will provide career assessment activities and programs offering CTE classes and certificates to enable students to qualify for jobs. EDD will provide support services in job placement. These ideas are still in the exploratory/planning stage.		Track the number of students enrolled in CTE classes Track the number of students served by the One-Stop Track the number of students transitioning into the workforce after obtaining services from the One-Stop Track the number of CTE certificate completions Track the number of students utilizing community support services
Implement a Construction Pre-Apprenticeship program which provides a clear pathway to the Construction Apprenticeship Program at Taller San Jose.	Taller San Jose (TSJ)	TSJ will provide the facilities where courses will be conducted. Instruction and Pre-Apprenticeship certificate program will be provided by RSCCD.		Track the number of students entering the pre-apprenticeship program and the increase in students once the program is established. Track the number of Pre-Apprenticeship certificate completions. Track the number of students who transition into the TSJ Apprenticeship Program. Track the number of TSJ Apprenticeship completers. Track the number of students who transition into a job within the construction field.
WIOA Leadership Council		All groups will share data and gather information to assist each other. Efforts will focus on eliminating duplication of effort		Track data needed for AEBG deliverables Track the increase in data received from community partners such as EDD and the OC WIB

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Project Search Internship Program	Project Search, CHOC, Integrated Resources Institute, University of California, Irvine, Family Autism Network and Grandparent Autism Network	CHOC Hospital will provide the work community and hire the interns for 10 different modules UCI will provide iPads and technology support Integrated Resources Institute will provide job coaches and mentors and oversee the day-to-day aspect of the program Project Search will provide the curriculum and the model for the internship program Santiago Canyon College will provide the classroom instructor and college transcripts/certificates if applicable	Ten adults with Autism will participate in a one-year internship with Project Search at CHOC. They will be expected to complete 10 modules. The goal of the program is placement in a job that will be sustainable.	The goal is to place 80% of the interns into permanent jobs
Implement new pre-apprenticeship programs with existing local trade unions.	Local Trade Unions	Facilities, Shared apprentices	Increase in pre-apprenticeship courses offered Increase in students transitioning into apprenticeship programs with local trade unions	Track the number of pre-apprenticeship programs started in the consortium Track the number of students transitioning into apprenticeship programs

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.