

# 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
15-328-42	44 North Coast

### 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
Jordan, Rick	Assistant Director-- Consortium Lead	(707) 798-6200	rick-jordan@redwoods.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
Ratliff, Prudence	Director of Grants	(707) 476-4579	pru-ratliff@redwoods.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
Jordan, Rick	Redwoods Community College District	(707) 798-6200	rick-jordan@redwoods.edu	04/27/2016
Parker, Coleen	Del Norte County Unified School District	(707) 464-0242	cparker@delnorte.k12.ca.us	04/27/2016
Bareilles, Jack	Northern Humboldt Unified High School District	(707) 825-2199	jbareillese@nohum.k12.ca.us	04/27/2016
Fielding, Ahn	Redwoods Community College District	(707) 798-6200	ahn-fielding@redwoods.edu	07/29/2016
Wilkinson, Ed		(707) 441-5100	ewilkinson@co.humboldt.ca.us	07/29/2016
Damiano, Bill		(707) 445-7401	bdamiano@co.humboldt.ca.us	07/29/2016

### Governance Plan

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

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

- Yes
- No

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

 [Download Governance Plan Template](#)

### Organizational Chart

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



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

- Yes
- No

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

### Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

All grant expenditures are first approved by the RAE Executive Committee. Since College of the Redwoods is the Fiscal Agent, all expenditures, including salaries and benefits, are managed by the Business Office, following all the established laws and protocols. Prudence Ratliff, in the CR Business Office, maintains the ongoing costs associated with our grant. She is responsible for populating the quarterly and annual report spreadsheets, which are reviewed by the Assistant Director of Adult Education prior to submission.

**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
 Eureka City Unified School District	\$252,579
 Fortuna Union High School District	\$0
 Redwoods Community College District	\$773,016
Fort Bragg Unified School District	\$35,139
Del Norte County Unified School District	\$34,711
Northern Humboldt Unified High School District	\$0
<b>Total</b>	<b>\$1,095,445</b>

## 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.

RAE (Redwood Adult Education) will offer adult education classes at locations geographically accessible to learners within the RAE region. Based on identified workforce needs, RAE classes will increase educational attainment and career success by providing the preparation and skills needed for employment, continuing education, and personal growth of the residents of our region.

The adult education needs and resources in our region have been identified. We have determined that we have significant needs, the expertise to develop effective programs, and a strong desire by all members to see a robust adult education offering in our region.

The partnerships we developed as we worked together to develop this shared vision and plan will lead to integrated educational pathways, increased educational opportunities, and improved ability to address the varied needs of our collective adult learners.

The goals of the consortium are to identify existing services and gaps and to determine how we can best partner to meet the needs of as many adult learners within our service area as possible. Specifically, we will determine: 1) what educational needs exist in our adult community, 2) what facilities are available to host services, 3) how adult learners can be directed to services that best align with their educational goals, 4) development of individualized pathways, and 5) the best ways to blend resources to meet these goals.

The RAE Executive Committee has created and prioritized ten goals for the team to accomplish over Years 1 and 2. Work on goals 1-3 began in Year 1 and will continue into Year 2. Goals 4-10 will become new focus areas in Year 2:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency. Expansion of ABE, GED preparation, and high school diploma programs.
2. Expand the consortium's infrastructure.
3. Develop comprehensive pathways with multiple non-credit entry points leading to a community college transition and completion of stackable credential or a degree.
4. Develop and implement a RAE marketing plan.
5. Programs for immigrants in citizenship, ESL, and workforce preparation.
6. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. Short term CTE.
7. Programs in career technical education that are short term in nature with high employment potential.
8. Programs for adults, including, but not limited to, older adults, that are primarily deigned to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
9. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.
10. Programs for adults with disabilities.

## 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
Eureka Chamber of Commerce	Business	
Humboldt County Office of Education	Education	
Humboldt County Probation	Probation	
Humboldt County Sheriff's Office	Correctional	
Humboldt State University	Education	
Job Market	Job Preparation	
Workforce Development Board	Economic Development	
Yurok Tribe Education Division	Education	

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

Members of both the Eureka Chamber of Commerce and the Workforce Development Board have been extremely interested in helping to develop the foundation of a true apprenticeship program in our region. While the conversation has just begun, there exists a clear shared understanding that a significant portion of our population is just one good apprenticeship away from an increase in salary and job satisfaction.

Members have agreed to sit on an RAE ad-hoc committee on this matter. The goal will be to identify a small number of local businesses interested in having apprentices during the 2016-2017 fiscal year. This goal creates a very large list

of To-Do's before a student can be placed, from pathway alignment to transportation. This work will get underway in the late fall.

## 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.

Much of our program offerings remained unchanged between the 14-15 and the 15-16 fiscal years. We did have significant growth during the 2016 summer semester, offering eight new sections of EDUC 220 at three different locations in two different counties. Additionally, we offered a WORK 282—communicating in American Sign Language. This class filled to capacity very quickly. We plan on having three sections of this class at three different locations this fall.

RAE serves all of Humboldt and Del Norte Counties. From Garberville to the south, Hoopa to the East, and Crescent City to the north, the counties are rural. Each has significant population centers, but they are not very close to each other. Our students, especially when they first enter our system, are reluctant to travel very far to take classes. This makes scheduling classes risky. We have a hard time accurately predicting the number of students likely to attend.

Recruiting teachers, especially ESL teachers in Crescent City, has been very difficult. While this seems to be changing, finding teachers to meet the Minimal Qualification to teach a particular class is difficult when the population is small. While we are happy to pay our teachers travel stipends, the traveling itself remains a barrier for potential teachers.

## 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.

RAE's greatest success during the 15-16 fiscal year has been creating the infrastructure (personnel) needed to carry out the Three Year Plan. Creation of this infrastructure was one of the three goals prioritized for the 15-16 fiscal year. The immediate impact has been an increase in the number of ABE and GED Preparation classes offered in the second half of 2016, most notably in Crescent City. RAE is well positioned to dramatically increase its number of offerings across the service area in 16-17.

Geography, teacher recruitment, and predictable student enrollment are our greatest challenges. The potential exists for RAE to be offering classes at 15+ locations this year. For a small consortium, spread across two very large counties, this presents a multitude of challenges. We are working to create increased web-based access and support for classes, but the reality is that members of the RAE team will spend many hours in our cars each month traveling in support of program growth and development. Since most of our service area is rural, the number of students served versus the number of hours spent and miles traveled creates results reflecting our labor intensive situation. The RAE Executive Committee is well aware of this challenge and has reasonable expectations as a result.

The challenge of teacher recruitment is an issue all education institutions in Humboldt and Del Norte County face. RAE has had to cancel or delay the start of some classes this past year because of lack of new faculty or availability of existing faculty. This issue seems to be easing a little as RAE builds its teaching force and word of mouth increases our recruitment pools.

Adult Education has been so hit-and-miss in our counties these past five to seven years, people are simply not aware that new classes are becoming available. Our most consistent area of enrollment has been in our ESL program. We are highly confident that the introduction of our three Navigators will help spread the news that classes are once again available and to help connect potential and existing students with new Adult Education opportunities.

## Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

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.

[44northcoast.160815133525.csv](http://44northcoast.160815133525.csv)

## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

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

RAE has joined a regional supper consortium as part of WestEd’s Dashboard Project. We are well aware of the importance of not only having a consistent and thorough assessment system, but also having robust tools allowing us to disaggregate the data to drive program and curricular decisions.

In 16-17 the plan is to assess all students with the CASAS system. In the past only a portion of students have been assessed. Additional assessment tools will include CR’s multiple measures and GED/HiSET.

RAE has purchased access to two important online tools: Work Keys and Cyber High. Work Keys will allow our Navigators to access students’ current career interests and skills and then develop an customized training plan to developed needed skills in a student’s area of interest. Cyber High will allow our Navigators and teachers to create a path to a high school diploma by offering necessary classes and the support to complete those classes.

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	Assessment and tracking
CyberHigh	FCOE	High School class completions and credit recovery.
Dashboard Project	WestEd	Data management and reporting
Multiple Measures	CR	Placement
Work Keys	ACT	Workforce skill development

## 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?

RAE will utilize Datatel, the same program CR uses to track student demographic information. In previous years, Adult Education students applied using a shorten version of the CCCApply form. Those forms were hand entered at College of the Redwoods. Beginning in July of 2016 almost all students will use CCCApply. As a result we will have far more demographic data than we have had in the past.

RAE will also use CR's SARS and SARS Track to track student attendance and classroom performance. Student planning and pathway documents, once developed, will be stored in cloud-based storage, with access limited to the Adult Education staff for planning purposes only. Information from these systems will be compiled for reporting and tracking purposes in order to monitor our progress toward program outcomes.

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
Datatel	Ellucian	SIS
SARS	SARS	Class level 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.

RAE's Executive Committee understands the development of a set of comprehensive academic and career pathways will create the core of our program for many years to come. Over the course of the year, the RAE team will explore various pathway structures and the existing pathways of other consortiums. Based on the needs analysis completed for the Comprehensive Plan and existing adult education classes and sequences, a few pathways are obvious first choices to begin this work. Beyond that, RAE will work with its partners at College of the Redwoods and business owners throughout Humboldt and Del Norte Counties to determine which pathways to develop, creating the greatest number of viable options for our students.

**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
Pathway Development	A series of pathways partially developed and plans in place to complete the unfinished pieces.	Exploration of existing pathways in other consortiums. Navigators using the pathways to help students plan. Students being able to articulate where they are on a particular pathway.
Monthly RAE Executive Committee Meetings	Ongoing planning and budgeting in support of pathway development and integration.	Meeting agendas and minutes. Data Review.
Review of enrollment and completion data	Data driven decision making.	New programs and practices in place based on data review.
Participation on the Workforce Development Board and local Chambers of Commerce. Establish business partnerships.	Sharing of Adult Education information with business partners.	Increase in the number of students referred to our program from our business partners. Close alignment of pathways to existing jobs in the area.
Continue to work closely with CR Counseling staff	Integrated and fully developed pathways.	Increase in the number of students transitioning from Adult Education into CR credit and certificate programs.

**Objective 4: Gaps in Services**

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

RAE has taken some important steps forward to close some of the gaps identified in the Comprehensive Plan. We have increased and will continue to increase the number of ABE and GED Preparation classes we offer across the service area. GED testing currently exist only on the Main Campus and in Eureka. We will create GED and HiSET testing locations in five new locations.

The strong partnership with HCOE and HSU continues to result in a quality ELS program, but the program can be expanded in Eureka and Fortuna. ESL classes are needed in Crescent City. Recruitment of a teacher in Crescent City or one willing to travel there remains our biggest obstacle.

The number of classes we offer in our local jails and state prison should double between 15-16 and 16-17.

Then classes we offer for seniors are on the main campus. As a first step to creating additional classes across the region we must first train teachers to work with seniors. WORK 280 will be offered in the fall and accomplish this goal.

**Objective 4 Activities**

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

Activity	Outcomes Expected	Method of Assessing Impact
New GED/HiSET Testing Centers	Create GED/HiSET Testing Centers in Crescent City, Hoopa, Arcata/MAC, Fortuna, and Garberville.	Centers begin administering exams.
Schedule and hold WORK 280: Working with Seniors	Increase the number of teachers eligible to teach classes designed specifically for seniors.	Number of sections of classes designed specifically for seniors.
Increased offerings at Pelican Bay State Prison, Humboldt County Correctional Facility, and the Del Norte Correctional Facility	Increase in the number of course offerings on these sites.	Number of participants enrolling in and completing a related class.
EL Fair	Increase the number of EL students taking classes during the 16-17 school year.	Number of participants enrolling in and completing related classes.

**Objective 5: Acceleration**

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

Acceleration is an important goal for College of the Redwoods. The college has been focused on reducing the number of non-credit classes entry students need in order to be prepared for credit classes. Accelerated classes in both English and math have seen positive results in their first year. RAE will continue to support the refinement of these courses.

RAE's Bridge-to-College program was lightly attended in the summer of 2016. Our commitment to this program is significant. Work has begun on how to increase attendance in this program for the summer of 2017. Students who test into below-credit-level classes can attend Bridge to prepare to retake placement exams before the fall semester begins. Students who have completed Bridge on average place one class higher on the placement exam.

Community members taking advantage of services at the Job Market will have the chance to develop skills in reading, math, and locating information by using Work Keys. This skill development will transfer to increased performance on placement exams at CR or CASAS assessment for noncredit classes.

### Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Continue to partner and support the development of accelerated basic skills classes at College of the Redwoods	Higher success rates and persistence to college level Math and English	Course success rates; enrollment and success rates in transfer level Math and English classes
Offer the non-credit Bridge-to-College program on the CR Main Campus, allowing incoming freshmen to refresh math and English skills.	Participating students will score higher on placement exams, reducing time spent of remediation.	Fewer traditional CR students needing to complete non-credit classes in Math and English.
Develop and impliment contextualized ESL and ABE classes	New contextualized classes offered.	Courses offered, students attending and completing.
Impliment WorkKeys, especially at the Job Market	Students engaged in the program.	Number of students completing certifications.

### 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.*

Members of the RAE team attended IEPI training in Chino, trained with the Humboldt County Sherriff's Office at the Humboldt County Jail, and trained at Pelican Bay State Prison. The team will continue to train with our local jails and state prison though out the year. Additionally, the team will attend regional and state AEBG meeting and conferences.

Once a Manager is hired and trained, the Assistant Director will be able to focus on developing a comprehensive Professional Development program for all teachers. Since the majority of teachers teach ESL and ABE/GED Prep, PLC's will be created and scheduled across the year.

All teachers will be encourages to attend Convocation training at the start of the academic year and monthly staff meetings thereafter.

### Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Attend Regional AEBG Meetings	Review best practices of other Consortiums across the north state.	Implementation of new programs and/or practices based on this exposure.
Attend AEBG State Conference	Review best practices of other Consortiums across the state.	Implementation of new programs and/or practices based on this exposure.
Create PLC for ESL Teachers	Improved classroom practices and increased teacher collaboration.	End-of-course evaluations.
Create PLC for ABE/GED Prep Teachers	Improved classroom practices and increased teacher collaboration.	End-of-course evaluations.

### 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.*

RAE has developed and continues to develop partners in community who share the vision of creating pathways for adult learners to access the education they desire and to ensure our area has a consistent supply of workforce ready employees.

- RAE relies on our partners to open up their spaces for Adult Education classes. When this happens everyone benefits.
- The Yurok tribe has worked closely with RAE to ensure tribal members have access to a range of classes.
- RAE members participating in the local chambers and the WDB ensure that all entities have access to vital information and have the opportunity to collaborate and develop possibilities together.
- Olli serves a very specific type of student in the area, but by sharing our information we each other's students, both programs have the potential to grow stronger.
- Our ESL partnership has been small but strong for many years. The partnership will allow RAE to expand our offering across the region.

**Objective 7 Activities**

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Maintain and establish new MOU's to use facilities at little or no cost.	Eureka Unified School District, Del Norte CUSD, Northern Humboldt UHSD, FortunaHSD, Southern Humboldt USD, HCCF, DNCCF, PBSP	Classroom space	Increase access to classroom space across the service area.	Review of semester schedules, including classroom locations.
Offer classes during the day at the Yurok Tribal Headquarters	Yurok Tribe	Release time for employees to take a class during the workday, when those employees are in Klamath. Classroom space. Supplies.	Increased number of students in classes in Klamath.	Class rosters.
Participation on the Workforce Development Board and local Chambers of Commerce	WDB and Chambers.	Invitation for RAE to participate. Hold meetings.	Two directional sharing of information with local business leaders.	Meeting attendance and future participation of WDB members and Chamber members in RAE events.
Partner with Osher Lifelong Learning Institute at HSU (Olli)	HSU	Our two programs will share the other's class information with our contacts.	RAE class information included in Olli printed materials.	Olli materials
Maintain HSU/HCOE ESL partnership	HSU and HCOE	Funding and personnel to support RAE ESL classes.	Tutorial support in the classroom and expansion of class offerings.	Personnel lists and class schedules.

## 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.](#)