

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
15-328-57	58 Shasta-Tehema-Trinity

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
Padro, Cherish	AEBG Program Director	(530) 529-8980	cpadro@shastacollege.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
Padro, Cherish	Comptroller	(530) 242-7689	cpadro@shastacollege.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
Blackwell, Bettina	Trinity County Office of Education	(530) 623-2861	bblackwell@tcoek12.org	09/17/2015
Barnett, Tom	Trinity Alps Unified School District	(530) 623-6104	tbarnett@tausd.org	11/01/2015
DuVarney, Rich	Tehama County Office of Education	(530) 527-5811	rduvarney@tehamaschools.org	09/01/2015
Canale, Peggy	Southern Trinity Joint Unified School District	(707) 574-6237	pcanale@stjUSD.org	09/15/2015
Lord, Mary	Shasta County Office of Education	(530) 225-0244	mlord@shastacoe.org	11/01/2015
Padro, Cherish	Shasta-Tehama-Trinity Joint Community College District	(530) 529-8980	cpadro@shastacollege.edu	09/09/2015
Brose, Todd	Red Bluff Joint Union High School District	(530) 529-8705	tbrose@rbuhSD.k12.ca.us	09/16/2015
Harrell, James	Gateway Unified School District	(530) 245-7900	jharrell@gwUSD.org	09/16/2015
Burch, John	Corning Union High School District	(530) 824-7400	jburch@corningsh.org	09/17/2015
Azevedo, Tim	Anderson Union High School District	(530) 378-0568	tazevedo@auhsd.net	10/20/2015
Miller, Debbie	Mountain Valley Unified School District	(530) 628-5265	dmiller@mvUSD.us	04/28/2016
Cloney, Jim	Shasta Union High School District	(530) 241-3261	jcloney@suhsd.net	10/26/2015
Curry, Cliff	Los Molinos Unified School District	(530) 384-7900	ccurry@lmUSD.net	10/01/2015

Governance Plan

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

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

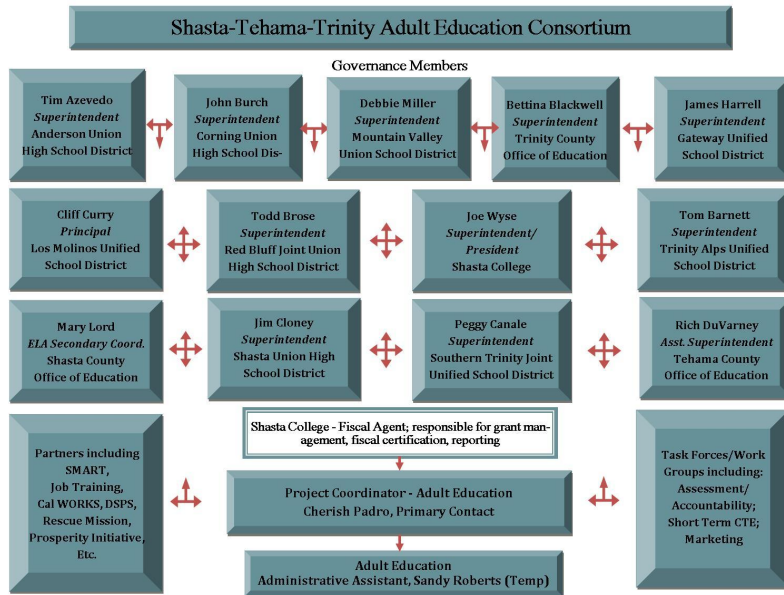
- Yes
 No

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

 [Download Governance Plan Template](#)

Organizational Chart

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



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

- Yes
- No

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

[orchartdraftfinal2cherish.pdf](#)

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.

Within the Shasta-Tehama-Trinity Consortium, each actively participating member and sub-contracting partner presents proposed budgets and service plans to the Governance team at broadly advertised public meetings. All approved budget expenditures and services will receive direct disbursement of consortium money through approved fiscal agent, Shasta College. Each member and sub-contracting partner utilizing funds will be responsible for their own data tracking (adult participation, outcomes, performance, etc.). Data reporting requirements will be spelled out in each "Scope of Work" that accompanies any funding allocations. All expenditures will match services proposed in plan.

All members and sub-contracting partners have requested grant expenditures through direct disbursement from the Fiscal Agent, Shasta College. Fiscal Agent, Shasta College will track all outgoing funds from one account. Project Director, Cherish Padro will inform consortium members and sub-contracting partners when reports will be needed. Ability to effectively track data will provide effective reports for submission to the state for future funding and Adult Education service continuation. The Shasta-Tehama-Trinity Consortium has begun discussions of having a streamlined and collective data system for all data tracking/case management.

In regards to rolling up grant expenditures to certify and report to the State, Project Director, Cherish Padro will work with state databases and members/sub-contracting partners to identify other Adult Education funds coming to the region through other sources (CalWorks, Perkins, Title 2, etc.). These funding sources will be verified by each member/sub-contracting partner and entered into one document that will be reviewed by the Governing Board in a public meeting.

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
Trinity Alps Unified School District	\$44,000
Mountain Valley Unified School District	\$35,503
Southern Trinity Joint Unified School District	\$40,014
Trinity County Office of Education	\$19,000
Red Bluff Joint Union High School District	\$39,665
Los Molinos Unified School District	\$16,000
Corning Union High School District	\$44,500
Tehama County Office of Education	\$24,500
Gateway Unified School District	\$16,000
Anderson Union High School District	\$78,708
Shasta County Office of Education	\$6,780
Shasta-Tehama-Trinity Joint Community College District	\$570,243
Shasta Union High School District	\$125,783
Total	\$1,060,696

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 Shasta - Tehama - Trinity Adult Education Consortium's vision of identifying areas of strength, expansion and growth within our 15-16 annual plan has been successful and continues within the 16-17 year. 16-17 implementation will reflect 15-16 implementation throughout the three county region. Members have met consistently to successfully continue, strengthen and expand adult education programs needed throughout the region. Annually, the goal of the consortium is to strive to create seamless education and career pathways for adult learners.

In 16-17, members of the consortium approved the addition of two AEBG point of contact representatives in specific outlying areas to offer community outreach and service implementation. These outlying areas in the 15-16 year expressed their struggle of sharing AEBG services within one county span of 3,208 sq. miles, some services taking an hour or more to get to with reliable transportation.

These point of contacts will assist the Burney and Weaverville communities offering AEBG outreach and service implementation while reporting back to the Project Director. These expansions are currently in the works and will be fully functioning within the 16-17 annual plan.

16-17 will expand marketing the consortium's completed Adult - U website to increase services to adult learners within Northern California. The Adult - U website has been designed to create a streamline process for adult learners to have access to all available adult education providers, career assistance and supportive services. Each adult learner will have a customized mapping guide based on the services needed identified in the portal section of the website. The Adult - U website is being utilized by the target adults 18+ population, to offer services that will link adults to educational and career pathways that result in sustainable living wages for economic success and growth.

As our consortium works through integrated academic programs, partnerships, increased communication and comprehensive joint professional development opportunities for adult learners, we want to provide the most affordable, effective and streamlined experience and outcome for all participating adult learners. Within the 15-16 annual plan the goal was to make regional services accessible throughout the three counties. With continued partnership, the resources will continue to grow on the website. The Adult - U website is a perfect representation within our consortium of leveraging resources and funds.

In 15-16, short term CTE programs with room for growth and expansion were identified according to regional discussion and need. In 16-17, task-force groups for Re-Entry, CTE and Adults with Disabilities are strategically planning and creating ways to maximize adult education services within the AEBG special programs. Consortium members will focus on curriculum alignment and development to existing CTE programs determined by labor market growth and employer needs. Task-force groups are working to develop stronger educational pathways through fully integrated career certificate programs, local employment needs and non-credit programs. Re-entry and CTE task-forces hope to integrate the consortium adaptation of the

National Workforce Readiness Credential as well as other needed skills within the workforce that are covered in the 21st Century Skills curriculum.

Within the Adults with Disabilities task - force, low statistics of underutilized services for adults with disabilities were identified. The task-force has added an interpreter to help with expansion and program creation for adults with disabilities within the region. The goal within the 16-17 annual plan is to bridge the gap between adults with disabilities in our region and connecting them with unknown services. The consortium goal is to offer all AEBG services equitably with accommodations if needed in all AEBG categories to adults with various seen or unseen 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
CHYBA (California Heritage Youth Build Academy)	Educational, Charter School	Adult Basic Ed (GED)
Department of Rehabilitation	State, Community Resource and Services	Adults with Disabilities
Disability Action Center (formerly Independent Living Services of Northern California)	Non-Profit, Community Resource and Services	Adults with Disabilities
Far Northern Regional Center	County, Community Resource and Services	ABE, Adults with Disabilities
Good News Rescue Mission	Educational, Supportive Services, Community Based Organization (Non-Profit)	ABE Re-Entry
Job Training Center	Community Resource and Services	Re-Entry CTE Adults with Disabilities
NorCal Services	Community Resource and Services	Adults with Disabilities
Shasta County CalWORKS	County Workforce, Community Resource and Services	Re-Entry
Shasta Literacy Program	Education/Community Resource and Services	ABE
Smart Business Resource Center	Community Resource and Services (Non-Profit)	Re-entry into the Workforce & Adult Basic Education (GED), Adults with Disabilities
The Prosperity Initiative	Community Resource and Services	Re-Entry CTE

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

One of the most successful promising practice that has emerged as a result of the Shasta - Tehama - Trinity Consortium is the partnership with a sub-contractor (service provider), the Smart Business Resource Center. Prior to the AEBG, the Smart Business Resource Center was only able to provide ABE services to individuals that qualified for the youth program funded through WIOA (18-24). Specific eligibility criteria needed to be met in order for someone to be assisted with ABE services. As the partnership has been solidified, AEBG funds are being used to expand ABE services through the Smart Center to help adult learners 18+ that are unable to be enrolled within their WIOA funded youth program. This partnership is bridging the gap between educational and career pathway options by reducing this barrier.

Levels and Types of Services

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

The Shasta - Tehama - Trinity Adult Education Consortium has had much success in the 15-16 year as a whole. Success began as gaps were identified and then filled. AEBG funding was primarily used for adult basic education which over time will hopefully level out to decrease the percentage of individuals without basic education completion

- All organizations that were encouraged to join as members have diligently participated in various meetings to discuss, plan and implement AEBG goals.
- A Project Coordinator and Project Assistant has been hired to manage AEBG for the consortium
- A website company was hired to design and cultivate an adult education website (Adult - U) based on the needs of the region. The purpose is to streamline services in one or all categories (Supportive Services, Education, and Career) for adult learners. The website is also used for consortium members to check public meeting agenda items, presentations and minutes. As adult education services grow in Northern California, the website will continue to form to the needs of the region.
- The consortium strengthened partnerships with existing providers to expand and create needed services. Regionally, effective models were shared (common Adult Ed. diploma) to provide the same GED completion requirements.
- Shared staff between sites is happening to extend services to adults not eligible for other programs funded outside of AEBG. Transportation help has been provided for adult learners to access already flourishing programs they could not previously get to.

Some of the biggest challenges were identified within task-force meetings for CTE and Re-entry. Special categories have grown but in smaller ways and are in the process of measurable success.

- Multiple attempts were made to leverage resources, services and expenditure proposals to provide immediate, long-term and sustainable regional goals for existing CTE courses. Current programs are in the works of expanding throughout the region to meet labor market and industry needs.
- Re-entry will overlap in many CTE areas. Our consortium has identified that within the Shasta - Tehama - Trinity region, employers have expressed concerns with hiring or retaining employees due to lack of "soft skills". The re-entry task-force has proposed a regional push and buy in from employers to offer AEBG services with the National Work Readiness Credential. The challenge is building strong buy in from employers to believe in what our consortium is doing with AEBG goals.
- Outlying areas in the 15-16 year expressed challenges of sharing AEBG services within the county span of 3,208 sq. miles, some services taking over an hour to get to. In addition site visits were made to the outlying areas and some of the challenges identified were: lack of transportation, adult enrollment in ABE programs and adult participation for those who serve children (parents, guardians, etc.), starting GED testing sites, however, this is in the works, it just takes time to go through the approval process. The Trinity County Office of Education will be the testing site.

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 Shasta - Tehama - Trinity Adult Education Consortium was able to expand training and educational services for adult learners within the region in many ways. All consortium members along with sub - contracting service providers were able to provide additional services than the prior year with AEBG funds. Gaps within core adult education programs within the AEBG were identified at the beginning of 15-16. A strong focus of the 15-16 year was to build capacity in adult educational services. Towards the middle of the year, consortium members were able to either create sustainable plans to expand direct service to adult learners through satellite services. Adult education services were expanded by adding evening GED prep classes added with the hopes of increasing the GED passing rate throughout the region. GED prep and basic skills training was updated to increase retention. Adult learners with language barriers seeking basic education completion were offered additional ESL/Citizenship offerings to reduce the waiting list of future classes. ESL and citizenship discussions, concerns and ideas continue to be discussed as a focus for the next year because of the high percentage of adult learners unable to complete basic education.

The Shasta - Tehama - Trinity Adult Education Consortium has identified some of the weaknesses of the region. Unfortunately, adult learners are more inclined to relocate because educational and training opportunities are not offered within the region or because more career pathway opportunities exist. Our consortium is tackling these challenges and currently overcoming them by working towards connecting available CTE and re-entry resources to expand industry and employer needs. Leveraging resources and connecting career pathways that are sustainable is a goal the consortium seeks to maintain for future years. Employer needs and adult learner needs are being identified to better serve both learner and business owner.

Another challenge is creating a regional "cross - walk" assessment tool for adult learners and providers. The consortium is in the progress of creating a task-force group that will focus on hiring a consultant to gather all current assessments being used within the region and provide training to academic advisers, counselors and service providers on how to better understand the results presented. The goal is to determine a regional "cross - walk" guide to provide a simplified way to guide and place adult learners in the right courses all while decreasing the amount of assessments adult learners take.

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
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Objectives	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	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	Budgeted			Spent			+/-
	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.

[aebg_consortiumexpenditures_1607221updated.xlsxm](#)

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.

Students will be appraised, placed, assessed, etc. into the regional adult education system in the following ways:

- As mentioned above, the Shasta - Tehama - Trinity Adult Education Consortium plans to create a "cross - walk" tool that will unify all service providers and prevent assessment testing with each service provider.
- Apart from the cross - walk assessment tool that service providers will use, adult learners will complete an individual questionnaire located on our Adult - U website portal that when completed will define all aggregated answers to provide a map guiding the adult learner with needed steps to complete all identified goals.
- Adult learners will be contacted from there by an adult education representative from their county and connect them with the appropriate service provider to get the process started. As steps are completed, an adult education counselor will connect with the adult learner to help them move forward. The hope is that this guidance will be from beginning to end of services being provided.
- As student's progress through their map guide, updates will be made by the service provider through the practitioner's forum on the Adult - U website to maintain case management of an individual's progress and completion status. The Adult - U website has included an interactive component that rewards an adult learner with collected badges that indicate progress in a visual way.

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
Adult - U interactive web portal	Pacific Sky	All
Crosswalk Assessment	Common Assessment Initiative	All

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?

Prior to the recent completion of our consortium's data tracking system, The Shasta - Tehama - Trinity Adult Education Consortium was advised by previous Project Director, Kate Mahar and now current Project Director, Cherish Padro to track all information about student enrollment, courses taken demographics, performance, potential outcomes, description of services and justification. All governing consortium members a service providers have individually tracked information to the best of their ability. At the beginning of the 16-17 fiscal year, with a more descriptive definition of tracking items from the state, the consortium has hired a data tracking consultant that has created an integrated system where all consortium members can input student enrollment, demographics and performance. As data tracking information is updated and released from the state, Project Director, Cherish Padro will continue to update consultant on what is required for successful reporting through the data tracking system. All members will also continue to track member expenditures, student data tracking and courses with provided spreadsheets from 15-16 reporting tools from the state. The consortium will also be tracking descriptive measures through the shared WIOA Intake sheet as a double check for other systems that do not have specific measures added to the system (as different providers track different things). Eventually the hope to is have everyone aligned with WIOA tracking and measurements as an integrated system like that of WIOA within the consortium.

All educational, career and supportive services being funded through AEBG are being tracked. All service providers are clearly instructing adult learners receiving services to complete data tracking sheets with course completions, pass rates, needed services, etc. Case management will happen to gather as much information regarding the progress of the individual.

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
Data Tracking	LaunchBoard	All
Data Tracking	Center for Evaluation and Research	All
WIOA Intake Form	Handout from AEBG Webinar	All

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.

The monthly governing board meetings have been very helpful in aligning pathways because all members and partners meet regularly to discuss available services and gaps. In addition, each county meets separately within the governing board meetings and in additional meetings to ensure conversations take place at the county and regional level. Several exciting programs are underway to streamline services. For example, in Shasta County, the high school districts recognized that it was more cost effective to leverage the Adult Education faculty that already existed through our largest high school district rather than start new programs at all of the smaller communities. AEBG funds were used to add additional hours for these faculty members and to provide services at their home districts and in all smaller districts within Shasta County. They also partnered with a non profit to utilize their resources as well.

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
ABE and ESL offerings in all communities	Improved literacy skills, completion of high school diplomas or their recognized equivalents	GED completion, pre-test scores, pass rate
Adult Ed and ESL/Citizenship at Shasta College campuses	Improved literacy skills, placement into jobs and/or improved wages	improved literacy skills, better understanding of the English language (ESL classes), tracking of individuals inquiring of Citizenship assistance
Common High School Diploma	Improved literacy skills, completion of high school diplomas or their recognized equivalents. Improve student placement and reduce the amount of assessments throughout the region with providers.	check ins with county adult schools and testing sites, completion of common High School diploma
Adult U interactive portal	Provide regional consortium access and guidance in receiving AEBG services to: improve literacy skills, completion of high school diploma or recognized equivalent, completion of post secondary certificates, degrees, or training programs, placement into jobs, improved wages	Track usage, sign ups and visits to Adult - U website.

Objective 4: Gaps in Services

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

Accommodations for Adults with disabilities:

Our consortium has identified that within the Shasta - Tehama - Trinity region, resources and services are available for adults with disabilities but the statistics show a low utilization of these resources. The goal is to close this gap and create a marketing video of services provided. The Adult U website will also provide a marketing avenue online. After discussion with many service providers who help adults with disabilities, two frequent concerns were highlighted: unknown resources and accommodations within the region, and disabilities being defined as "seen". There are many unseen disabilities that adults have however, they do not know that those are considered disabilities and additional help can be offered to them. The adults with disabilities task-force also hopes to answer some of the FAQ's many might be too afraid to ask in person.

CTE:

CTE gaps in services is a challenge previously indicated within the annual plan. District Sector Navigators at Shasta College have been working to identify CTE programs within the North state as a whole by working with the Northern Far Northern Inventory of CTE programs. With this resource, our consortium can plan regionally what is already provided and what is needed as well as cost of what it takes to run these already existing programs. From here the consortium will have a bigger approach and view of what can be expanded upon and/or added with leveraging resources and funds. Online approaches to CTE course work is a discussion as well as hands on field work, depending on the program and what's required. Another gap to be addressed is creating more short term programs for adults trying to get into the workforce. Ultimately we want to create short term program but also offer all CTE opportunities offered that will assist an individual in continuing post secondary education within the industry of choice that their certificate was received to eventually give the adult learner more avenues within their career path and improved wages.

Outreach to business owners:

We have heard this frequently within our consortium:

Job seekers: I have been applying everywhere and no one is hiring

Employers: We are looking to hire people but can't find them

How to we work to bridge this gap. Our consortium would like to include and/or build new relationships with employers and business owners to know what programs in existence to help job seekers and have access to the pool of potential applicants they could have. With career centers in each county, job fairs can specifically highlight those that have recently become credentialed or more to find the right fit in the workforce.

Access in outlying areas:

Due to distance in Trinity County specifically, gaps in providing AEBG categorical services was difficult in the 15-16 year. To fill the gap, the hiring of two Regional AEBG Coordinators will be focused on the Weaverville and Burney areas in Trinity. This will give employers, schools and stakeholders in those areas more hands on contact. Community marketing of AEBG and more can happen with these additional point of contacts. In addition, Trinity county is working to have a GED testing site to provide services at a local level instead of having individuals travel more than an hour to another testing site within the region/consortium. The Trinity County Office of Education is in the process of going through the needed requirements to become a valid testing site.

Re-Entry in to the workforce:

Bridge the gap between employers and potential employees that lack essential "soft skills" within the workforce to get employed and remaining employed. These certifications will be offered through a service provider in close

communication with the consortium and Project Director and members. All other service providers can refer their clients who are in need of re-entry assistance to the assigned service provider offering the soft skills course and job readiness course. Two credentialing programs we are working with are the, National Work Readiness Credential and 21st Century Skills.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Strong Workforce	Completions of post secondary certificates, degrees or training programs (expanding existing programs within our consortium's region and/or creating new short term programs) that will give adult learners the opportunity to increase placement into jobs and improve wages for those currently employed and seeking sustainable living wages.	Case management, data tracking, entered employment
Use of Northern Far Northern Inventory of CTE programs	Completions of post secondary certificates, degrees or training programs (expanding existing programs within our consortium's region and/or creating new short term programs) that will give adult learners the opportunity to increase placement into jobs and improve wages for those currently employed and seeking sustainable living wages.	Comparing newly expanded or added programs that were not on the list at the beginning of the year.
Accommodations and Inclusion	Offer accommodation access to adults with disabilities to assists in all categories of AEBG	data tracking, case management
National Work Readiness Credential (Certificate)	Buy in from employers within the region on the importance and value of hiring individuals that have been credentialed through the Nation Work Readiness program. Ultimately, the outcomes expected are placement in jobs. This can lead to improved wages once hired but the immediate goal is entered employment.	tracking employment, tracking credentialed adults working with service provider (Smart Business Resource Center).
21st Century Skills	Curriculum implementation within the AEBG Completion of soft skills program to offer help with placement in jobs.	Case management, pre and post assessment from employers within the first 3-6 months
GED Testing Site	Increase in adults learners completing their high school diploma or recognized equivalents	GED pass rate, GED tutoring, data tracking

Objective 5: Acceleration

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

Shasta College is launching several new programs in 16-17 to ensure acceleration through the Foundational Skills sequence. Adults can now take "Math My Way" a competency based program that allows students to proceed through the basic skills math courses at their own pace. The combination of faculty led classes, paraprofessional support and on-going diagnostics, makes this a great avenue for our returning adults. In addition, our English faculty is working to create options for adults that will reduce remedial courses allowing them to accelerate towards degrees and certificates. Intensive tutoring and academic supports will also help adults be successful in CTE courses where the lack of basic skills has been a barrier.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Improved Literacy Skills: Accelerated Math and English courses	Improved literacy skills and reduce time in basic skills sequence	transcripts
21st Century Skills	placement into jobs soft skills attainment	curriculum completion, placement into jobs and soft skills competency

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.

All members and service providers will be kept up to date with state information by the Program Director, Cherish Padro.

Throughout the 16-17 year curriculum conferences, GED conferences, skills upgrade and more will be attended by individuals within the consortium as events and conferences are offered. Monthly meetings will occur to discuss alignment and ongoing assessment and improvement of student outcomes within the consortium to make sure implementation is followed. Data tracking training will be offered as well to make sure all members are gathering required information that will need to be reported back to the state.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
GED Testing Service Annual Conference	Gain support, collaboration and networking. As service providers and educators the main purpose is to learn what will essentially better help students prepping for their test. The conference offered new teaching and testing strategies for educators. These new methods will help provide a better understanding to members and/or service providers of a better understanding of GED assessments, new measurement skills associated with success in a variety of pathways, including college course work and job training programs. Over understanding of what is required in all 4 testing categories (Reasoning through Language Arts, Mathematical Reasoning, Science, Social Studies)	Student survey, tutoring, support and preparation of test
21st Century Skills Conference	Soft Skills attainment - Placement into jobs	curriculum completion, data tracking, entered employment
AEBG Summit	Some other members will attend but we are still in the process of deciding who will attend the Summit based on request. Outcomes our consortium hopes to gain is more streamline information and guidance on data tracking and how/when that will align with WIOA. Also, a more in depth understanding of AEBG and what is happening in other consortiums to be able to model and implement some of those ideas within our region. We are looking forward to the opportunity to network with other members that are shaping the AEBG into what works best regionally and for the state of CA.	Expansion and creation of services.
Bridge to the Future	Institute Training: Transition to Post-Secondary Education, Transition to Competitive Integrated Employment, The Parent Role in Transition, Connecting to Community Support for Transition, Youth Self-Advocacy & Leadership, Roles of Schools, Workability I & Agency Collaboration. Explore strategies to meet the transition mandate in the IEP's Develop tools and resources to improve transition at the local level Parents - learn to navigate the education system and the transition process when school ends Engage your youth in career planning that leads to personal planning in their future Target Audience of conference is similar to the service providers we are partnering with in AEBG (Employment Specialists (WorkAbility I, TPP, CaPROMISE, EDD, America's Job Center), Parents, Youth, Regional Center, DDS, Colleges & Universities, General & Special Education Teachers, Program Specialists, Administrators).	Collaboration, adults who help children in education system (information events for them with resources for their children to enhance learning experience for continued educational growth.) Streamline communication between partners using the Practitioner portion of the Adult - U website to connect transitions from provider to provider.
Data Tracking training	Clear understanding of data needed by the state and how to track it using spreadsheets sent by the state, as well as tracking information within our integrated data tracking system until another method is decided upon.	Report correct methods of tracking to the Project Director for needed state reports. Audit or report status from state on collected data for all required fields.

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.

Leveraging resources will be utilized between collaborations with various service providers in the Shasta - Tehama - Trinity areas. As mentioned above members will be in partnership with various community service providers within all three counties to utilize resources and services for adult learners. Any way the AEBG can expand or help those service providers to create new programs that specifically meet the AEBG guidelines (18+) in the seven categories described in

the program guidelines can be done.

We hope to gain a solid partnership with the Chambers and Business Owners that will acknowledge and know the benefits of an adult with specific training certificate completions and more. All job centers in all three counties will be participating in one way or another to provide services and additional services AEBG cannot provide within the the seven categories.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Improve Literacy Skills - ABE	Shasta Library	Free tutoring in English and Math. GED preparation	Adult learners will increase levels of understanding, comprehension and articulation to successfully complete and pass their GED, High School diploma or other equivalents	tracking tutoring services at library, GED pass rates
Re-Entry into the Workforce	The Prosperity Initiative.	marketing of re-entry programs happening within AEBG at community meetings	Support from the regional Chamber of Commerce	Chambers marketing and buy in from employers. Trust established and working closer with members and service providers that have qualified individuals according to employer needs and training requirements.
Soft Skill Certificates	The Smart Business Resource Center (Weaverville and Redding). The Job Training Center (Tehama). These partners will be working with the Shasta-Tehama-Trinity Community College District for member pass through	job search, mock interviews, resume writing, workforce workshops, networking opportunities, work-site training or apprenticeships and more	Adults looking to enter or re-enter the workforce and need brush up skills on what's needed in the job market to successfully stay employed will be trained on the essential building blocks of, getting a job and keeping a job. The goal is to help individuals make right decisions about what career choice is best for them and how they can continue to move forward in their career path.	data tracking from job centers, Work-site training's, shadowing (apprenticeships), volunteering, curriculum completion, certificates issued, pre and post tests from employers

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.