

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
15-328-45	59 Sierra Joint

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
Bettencourt, Bill	Principal	(530) 885-8585	bbettencourt@puhsd.k12.ca.us

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
Tejes, Greg	Accounting Manager - Roseville Jt Union High School District	(916) 782-6565	gtejes@juhsd.us

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
Jackson, Darlene	Sierra Joint Community College District	(916) 660-7870	djackson@sierracollege.edu	09/08/2015
Ortiz, Stephanie	Sierra Joint Community College District	(530) 274-5301	sortiz@sierracollege.edu	09/08/2015
Lude, Joyce	Roseville Joint Union High School District	(916) 782-3952	jlude@rjuhsd.us	08/25/2015
Madigan, Melissa	Nevada Joint Union High School District	(530) 273-3351	mmadigan@njuhsd.com	09/09/2015
Bettencourt, Bill	Placer Union High School District	(530) 885-8585	bbettencourt@puhsd.k12.ca.us	04/12/2016
Asrani, Fal	Tahoe Truckee Unified School District	(530) 582-2531	fasrani@ttusd.org	03/02/2016

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)

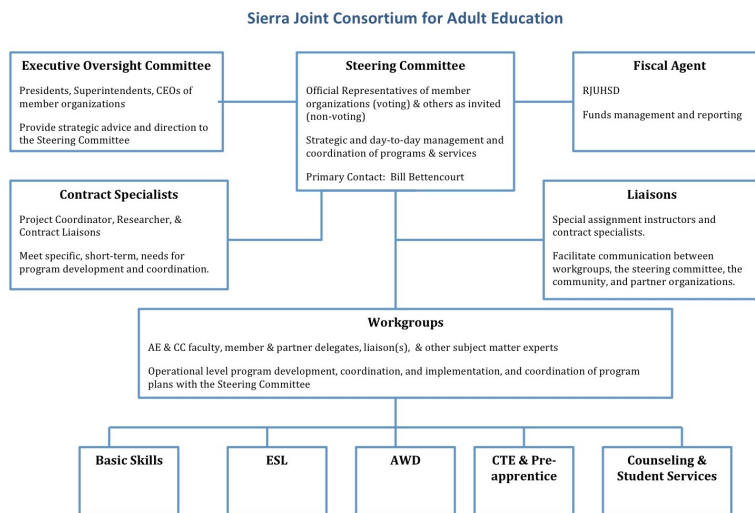
- Yes
 No

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.

The block grant is managed as follows:

For 15-16 each member adult school was given an allocation from consortium funds sufficient to restore them to 50% of '07-'08 funding levels. Remaining consortium funds were set aside for program expansion and consortium-level projects (including administration). For reporting purposes "Consortium funds" are included in funds allocated to the member who is also the fiscal administrator; in this case Roseville Joint Union High School District. Internally, the fiscal agent manages Consortium funds as a discreet "goal" with separate accounting strings. In 15-16 allocations to members have been managed on a reimbursement basis. In 16-17 this process will change and members will receive a pass-through allocation.

For reporting purposes an Excel workbook was created and posted in Google Docs. Each member and the "Consortium" prepare budgets by object code on individual worksheets that are linked to a master worksheet. The fiscal agent transfers information from this workbook to the reporting system. A similar workbook is used for reporting expenditures by program and objective.

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
Roseville Joint Union High School District	\$1,037,202
Placer Union High School District	\$1,693,493
Nevada Joint Union High School District	\$295,506
Sierra Joint Community College District	\$25,534
Tahoe Truckee Unified School District	\$135,000
Total	\$3,186,735

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 vision for the five-member Sierra Joint Consortium is to provide comprehensive adult education, job training, and student support services to a large region that is culturally and geographically diverse. During the 15-16 year significant progress was made toward that vision, notwithstanding changes instituted by the trailer bill and delayed information about funding levels. The coming year promises to be even more productive now that members have a framework for collaborating, funding is stabilized for the short-term, and reporting requirements and objectives are clear. Tahoe Truckee Unified School District joined the consortium this year and began offering programs and services in February 2016. By the end of the year 75 adults had graduated from an adults training for academic success program. In the coming year the program at Tahoe Truckee will double in size with classes and workshops offered both fall and spring, the addition of GED testing services, and expanded regional and industry-specific CTE workshops. The ESL workgroup successfully aligned learning outcomes and curriculum content in the adult schools and created a bridge course for students transitioning to college. Beginning this fall, the bridge course will be offered as an adult ed

class at the college campus. This year the ESL workgroup will focus on outreach, recruiting, and doing a crosswalk of assessment/placement instruments.

A steering subcommittee established the "Professional Development Foundations Academy" to provide on-going, faculty-driven, professional development. The first workshop, open to all member and partner faculty and staff, will focus on incorporating employability skills into existing curriculum.

In addition to overall program expansion, other notable achievements during the year included development of a web-site with class listings of all member institutions and links to partner agencies, participation in the Nevada County Economic Resource Council job survey, partnering with Golden Sierra Job Training Agency to co-locate services, establishing a Counseling and Student Support workgroup, and drafting a policies document to accompany governing by-laws.

Goals for the coming year include: adding classes and workshops; aligning basic skills learning outcomes and curriculum for GED math and English; offering GED prep classes in Spanish; establishing a career center in Auburn; completing the CTE employability skills certificate; partnering with the Connected Communities Academy for digital and high tech jobs training; creating a closer connection to the college through the counseling and student support workgroup; offering professional development workshops in contextualized learning, acceleration in context, and technology access and use; refining business rules for data collection; developing expansion processes and procedures; completing the consortium website; and strengthening outreach.

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
A Touch of Understanding	Non-profit	Training sessions and workshops for faculty and employers.
Department of Rehabilitation	State	Job Training
Family Resource Center of Truckee	Social Services	Family support services
FREED	Social Services	Disability and aging resources.
Golden Sierra Job Training Agency	County	Career and technical education and training.
John Muir Charter School	Non-profit	Career and technical education
Nevada County Library	County	Basic Skills - Literacy
North Tahoe Family Resource Center	Social Services	Family support services
Partners in English Language Learning	Non-profit	ESL instruction
Placer County Employment Services	County	Skills and connections for job seekers.
Placer County Health and Human Services	Social Services	Resources for job seekers and adults with disabilities.
Placer County Library	County	Basic Skills - Literacy
Placer County Office of Education	County	Career technical education and resources for job seekers and adults with disabilities.
Roseville Public Library	City	Basic Skills - Literacy
Wells Fargo Bank	Private	Financial

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

A Touch of Understanding (ATOU) is a non-profit organization that provides disability awareness programs designed to help individuals understand the challenges associated with disabilities. With understanding comes acceptance and respect. The original program was geared to elementary through high school students, but ATOU has partnered with SJCAE to offer the program to faculty and businesses with the goal of improving teaching/learning outcomes for disabled students and an increase in the number of employers hiring disabled individuals.

In the two-part program participants:

- Use wheelchairs and mobility canes, write in Braille, handle braces and artificial limbs, participate in a mirror-writing activity to understand the frustration of a learning disability, and listen to a CD replicating how a child with autism may hear certain noises. The autism component is very enlightening and receives extremely positive reviews from autism specialists.

- Meet with ATOU volunteers who have disabilities, who share their insight and experiences with humor and honesty. Two workshops are scheduled for the 16-17 year.

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.

- * Tahoe/Truckee Joint Unified School District joined the consortium as a member and in Spring 2016 began offering GED testing, CTE workshops, and a program for adults training to support child school success.
- * Placer School for Adults tripled the Business Office Professional program offerings, doubled the size of the Clinical

Medical Assistant program, and increased offerings in the Inmate Education Program. Placer also increased academic advising and hired a business engagement specialist to help place students into jobs.

- * ESL classes and GED prep and testing offerings have been increased at all adult ed schools in the region.
- * A Counseling/Student Support Workgroup was established to identify and address the needs of counselors and those who advise and direct students.

- * Receiving funding late in the year made it difficult to expand programs in a timely fashion.
- * Learning to collaborate on program development; determining which member should offer what, where, when and what notifications are necessary.
- * The internal process and formula for allocation of funds has created a situation where some members have not been able to expend all of their allocation, while others do not have enough to expand offerings to meet community need.
- * Getting members to formally and fully adopt ESL curriculum such that course content and learning outcomes are consistent across the consortium.

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.

- * Tahoe Truckee developed industry specific CTE Workshops using results from community surveys.
- * Sierra College and Nevada Union High School District participated in the Nevada County Economic Resource Council which identified the regional need for digital and information technology workers.
- * Placer School for Adults, working closely with Golden Sierra Job Training Agency to fill a void creating by the restructuring of their programs, is establishing a new career center in Auburn.
- * Roseville Adult School surveyed ESL students and results informed the curriculum alignment project.
- * Roseville Adult School made contact Rocklin and Western Placer school districts to determine what ESL programs and classes are needed in those communities.
- * The ESL workgroup developed a bridge class for students migrating from the adult ed program to college.
- * Nevada Union High School District, whose adult ed program was slated for discontinuance until July of 2015, began to rebuild programs and is actively engaged in community needs assessment.
- * The consortium analyzed needs data on a zip code basis to more accurately determine where and what classes and programs should be offered.

- * Finding credentialed CTE instructors. Highly qualified individuals are available to teach, but the nature of part-time status is a disincentive to spending personal resources for credentials, especially when they can already teach at the community college without a credential for more money.
- * Rebuilding the Nevada Union Adult Education program.
- * Developing strong workgroups with stable leadership and engaging them in meaningful work that produces results.
- * Adopting and implementing a regional curriculum policy.

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

[59sierraoint_160819145759.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.

- * Students in adult ed schools will continue to be assessed and placed using CASAS.
- * Students at the college will continue to be assessed and placed using Accuplacer, CELSA, and the Sierra College multiple measures model.

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
Accuplacer	Accuplacer	
CASAS	CASAS	
CELSA	CELSA	
SC Multiple Measures		

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?

All of the adult education schools are now using ASAP 3. ASAP has worked closely with the AEBG office to build a system that tracks important student demographics, enrollments, and outcomes. Schools are also working with counselors and

other support staff to manually gather information about adults receiving services before and after enrolling in courses. Sierra College continues to use Banner software to collect enrolled student information, but is not yet gathering information on students receiving services.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP V3	ASAP	
Banner	Banner	

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 ESL workgroup was successful in aligning curriculum for all of the adult ed schools and created a bridge course to the college curriculum.
- * ASSET Maps were developed for each program area by members and partners associated with that program. These maps make it easier for faculty, counselors, students, and staff to effectively utilize programs and services.
- * Coordinator of Curriculum and Instruction hired at Placer.

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
Assessment/Placement Alignment	ESL, English, and Math assessment and placement scores, cuts, and placement results will be clearly understood and aligned across the region.	Workgroup review.
Basic Skills learning outcomes and curriculum alignment for English and Math GED Prep.	Standardized, regional curriculum.	Curriculum approved through governing process and adopted by member schools.
Engage Sierra College Counselor/Liaison to track AE students and align AE/College counseling advising.	Increase in the number of AE students transitioning to Sierra College.	Data collected through ASAP, Banner, and counselor contact sheets.
ESL assessment & placement alignment.	Cross-walk documentation is available to all member schools.	Student retention & success.
Offer ESL Bridge Course	Course is offered and students move from AE to Sierra College programs.	ASAP and Banner data. Faculty and counselor feedback.
Adopt regional curriculum approval policy and process.	Curriculum approval policy will receive consensus approval and be added to the By-laws.	Policy approved and ESL curriculum adopted at all member schools.
Complete and update ASSET Maps	Workgroups, counselors, instructors, staff, and students will have a better understanding of services available and referrals processes.	ASSET maps completed and in use. Increased enrollments. Student & Staff Satisfaction surveys.

Objective 4: Gaps in Services

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

- * Completed regional demographic research.
- * Tahoe Truckee joined as a member and began offering programs and courses in Spring 2016.
- * Completed ESL needs assessment/survey.
- * Nevada Union offered workshops and began community needs assessment and outreach.
- * Additional class sections offered at all schools.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Engage Sierra College counselor/liaison.	Increase in the number of AE students enrolling in Sierra College.	Data collected through ASAP, Banner, and counselor contact sheets.
Implement Plaza Comunitaria Program	Increased enrollments in ESL and basic skills courses.	ASAP data; faculty and counselor tracking.
Nevada Union Adult School develops mission and vision statements.	Alignment of NUAE activities with community needs and consortium objectives.	Year end consortium report.
Nevada Union Adult Education outreach and program expansion	Increase in the number of classes offered and the number of students enrolled.	ASAP data.
ATOU Workshops	Increase in the number of adults with disabilities successfully completing adult education and college programs. Increase in the number of adults with disabilities obtaining employment.	ASAP and Banner reports. Survey of employers.
PSA Career Center offers workshops and programs.	Career Center is established, programs and services are offered. Adults enroll in academic programs at adult ed schools or the college, and/or enroll in career technical education programs at adult schools or the college.	Reports from career center staff, ASAP and Banner.

Objective 5: Acceleration

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

- * Transition specialist hired at Placer.
- * ESL curriculum alignment and bridge course developed.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Develop student intake and tracking form for use by all member schools	Intake and tracking form developed and approved for use at all member schools. Data collected is used in 16-17 student data report.	Steering committee and workgroup recollections record approval. Counselors and staff report use and data is reflected 16-17 Student Data Report.

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.

- * Professional Development Academy established and funded for 16-17 workshops.
- * Faculty survey established priorities for professional development workshops.
- * The first workshop, "Employability Skills" is scheduled for August 26th and will help faculty identify ways to incorporate employability skills into existing curriculum.
- * The annual planning retreat included Interest-Based Process training.
- * Staff participated in student data and accountability software training sessions
- * Workgroup meetings were held throughout the year with member faculty and partners exchanging information about best practices.
- * GED training held for faculty and staff.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Employability Skills Framework	Employability skills will be incorporated into the curriculum in at least one class at each member institution.	Professional Development Committee will contact workshop participants.
AWD Workgroup to create connections to other workgroups.	Incorporating AWD interests in workgroup plans, professional development activities, and curriculum development.	Reports from AWD workgroup members.
ATOU Workshops	Improved success and retention for adults with disabilities.	ASAP and Banner student data reports.
Foundations Academy Workshops	At least two workshops addressing faculty interests will be offered during the academic year.	Workshops are offered, attendance is taken. Depending upon the workshop, classroom outcomes may be tracked.
Adult Ed counselors are trained in the use of career exploration software	Counselors assist students with career exploration software and use results to help students establish educational goals and pathway.	Sign in sheets, and counselor follow-up.

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.

- * Regional marketing and promotion campaign begun.
- * Participated in Nevada County Economic Resources Council study on potential regional jobs and participating in findings implementation.
- * Participated in local WIB/WIOA
- * Hired Business Engagement Specialist using braided funding with partner agencies.
- * Placer School for Adults and Golden Sierra Job Training have co-located services resulting in the new Placer Career Center.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Build stronger partnerships through more meaningful workgroup projects.	All	Participation in workgroups.	Partner engagement and contributions of additional resources.	Attendance rosters from workgroups meetings. Reports from workgroup liaisons and SC representatives.
Workshops: Intro to CalJOBS, Resume Development, Virtual Recruitment	CalJOBS	Classroom space.	Increase in the number of employed adults. Increase in the number of adults attending other classes.	Data from ASAP. Follow-up by counselors and transition specialists.
Adult Basic Education classes	Roseville Library	Classroom space	Increase in the number of students successfully completing basic skills classes. Increase in the number of students transitioning to advanced skills classes.	Data from ASAP reports. Follow-up by counselors and transition specialists.
ESL & Citizenship classes.	Western Placer Unified School District, Rocklin Unified School District, Tahoe Truckee Unified School District, Truckee Pines Apartments.	Classroom space	Increase in the number of adults successfully completing ESL classes. Increase in the number of adults transitioning to next level classes.	Data from ASAP. Follow-up by counselors and transition specialists.
Career Center in Auburn	Golden Sierra Job Training Agency	Facilities, referrals.	Increase in the number of adults enrolling in and successfully completing CTE workshops, classes, and programs. Increase in the number of adults transitioning to employment.	Data from ASAP reports, follow-up by counselors and transition specialists. EDD data.

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.