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
15-328-69	69 Stanislaus Mother Lode (Yosemite)

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
Mendez, Pedro	Dean of CTE, Community & Workforce Development	(209) 575-6332	mendezp@mjc.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
Scott, T.	Executive Vice Chancellor, Fiscal Services		scottt@yosemite.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
Nanik, Scott	Calaveras County Office of Education	(209) 736-6030	snanik@ccoe.k12.ca.us	08/17/2015
Aldaco, Jose	Waterford Unified School District	(209) 874-1809	jaldaco@waterford.k12.ca.us	10/10/2015
Lattig, David	Turlock Unified School District	(209) 667-0643	dlattig@turlock.k12.ca.us	07/01/2016
Morlan, Roy	Sonora Union High School District	(209) 532-5511	rmorlan@sonorahs.k12.ca.us	09/15/2015
Rowe, Jeff	Patterson Joint Unified School District	(209) 667-0643	jrowe@patterson.k12.ca.us	08/08/2015
Gonzalez, Rick	Newman-Crows Landing Unified School District	(209) 862-2309	rgonzalez@nclusd.k12.ca.us	09/10/2015
Andersen, Eric	Modesto City Schools	(209) 550-3303	andersen.e@monet.k12.ca.us	08/17/2015
Simmonds, Jay	Ceres Unified School District	(209) 556-1552	jsimmonds@ceres.k.12.ca.us	10/01/2015
Parker, Cathy	Tuolumne County Superintendent of Schools	(209) 536-2073	cparker@tuolcoe.k12.ca.us	10/10/2015
Young, Cindy	Stanislaus County Office of Education	(209) 238-1515	cyoung@stancoe.org	09/18/2015
Mendez, Pedro	Yosemite Community College District	(209) 575-6332	mendezp@mjc.edu	10/15/2015
Price, Brandon	Yosemite Community College District	(209) 588-5079	priceb@yosemite.edu	09/09/2015
Camp, Daryl	Riverbank Unified School District	(209) 869-0468	kkrick@riverbank.k12.ca.us	10/15/2015
Urquhart, David	Big Oak Flat-Groveland Unified School District	(209) 768-3251	durquhart@bogf.org	09/09/2015
Horak, Kathy	Summerville Union High School District	(209) 928-4228	khorak@summbears.net	04/27/2016

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.
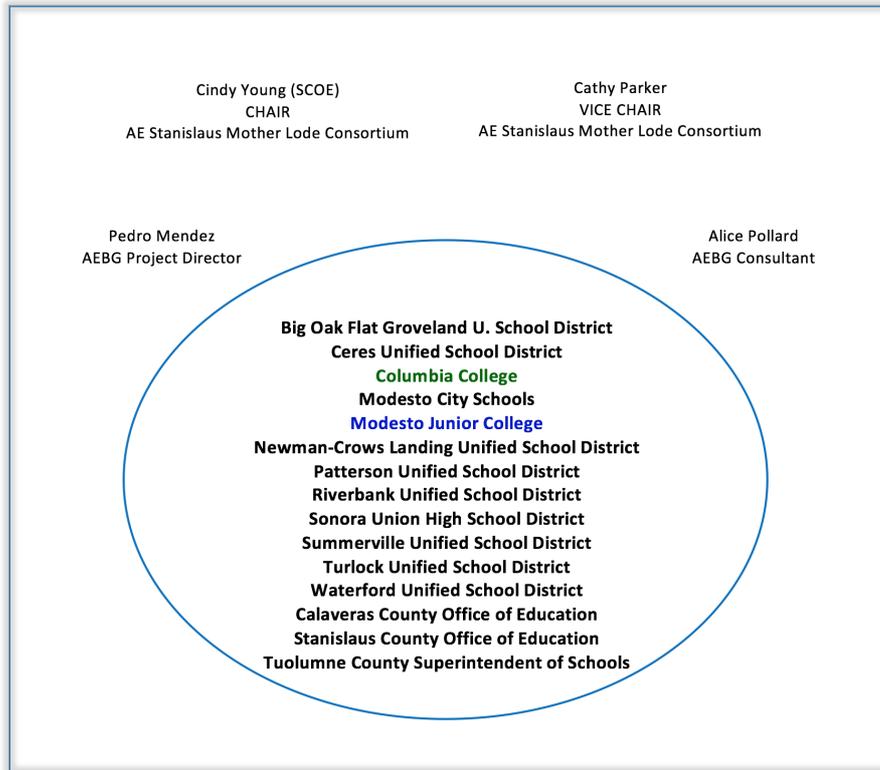
[⬇ Download Governance Plan Template]

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.

AE Stanislaus Mother Lode Consortium

Yosemite Community College District Region

Cindy Young (SCOE)
CHAIR
AE Stanislaus Mother Lode Consortium

Cathy Parker
VICE CHAIR
AE Stanislaus Mother Lode Consortium

Pedro Mendez
AEBG Project Director

Alice Pollard
AEBG Consultant

Big Oak Flat Groveland U. School District
Ceres Unified School District
Columbia College
Modesto City Schools
Modesto Junior College
Newman-Crows Landing Unified School District
Patterson Unified School District
Riverbank Unified School District
Sonora Union High School District
Summerville Unified School District
Turlock Unified School District
Waterford Unified School District
Calaveras County Office of Education
Stanislaus County Office of Education
Tuolumne County Superintendent of Schools

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 YCCD will enter into MOUs with AE Consortium Members for disbursement of MOE and Implementation of Apportionment Work plan efforts. Allocation amounts will be approved by the AE Stanislaus Mother Lode Consortium Board, under the stated governance procedures submitted.

YCCD, as a fiscal agent, will verify grant expenditure and related work through QSS accounting systems and a quarterly narrative system

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
🔒 Big Oak Flat-Groveland Unified School District	$34,000
🔒 Summerville Union High School District	$75,000
🔒 Sonora Union High School District	$77,350
🔒 Tuolumne County Superintendent of Schools	$159,953
🔒 Turlock Unified School District	$1,128,866
🔒 Waterford Unified School District	$107,840
🔒 Newman-Crows Landing Unified School District	$107,503
🔒 Patterson Joint Unified School District	$336,840
🔒 Ceres Unified School District	$632,085
🔒 Modesto City Schools	$437,044
🔒 Stanislaus County Office of Education	$248,198
🔒 Calaveras County Office of Education	$105,244
🔒 Yosemite Community College District	$643,432
Total	**$4,093,355**

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 Yosemite Consortium (Stanislaus Mother Lode Regional Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members.
[1] Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education. [2]Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three county area. Additionally we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support. [3]Implement high wage/high demand courses and opportunities that will lead to specific industry certifications. During the remainder of the 2016-17FY the Stanislaus Mother Lode Consortium members are focused on the implementation of a 6 month work plan. These efforts support primarily re-building and building efforts in adult education for our three county region. The Consortium will schedule consistent meeting dates that support approved governance and operating procedures. It is anticipated that this work will assist in developing a clear picture of regional needs and resources.

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
Alliance Worknet	WIB	Employment Development, Work Base Skills, Work Keys Assessment
Central Valley Opportunity Center	Community Based Organization	Short Term CTE and Workforce Certification; GED Preparation and English as a Second Language
Learning Quest	Community Based - Non Profit	English as a Second Language; GED with surveying community and Incarcerated Individuals; High School Diploma Prep; Counseling; GED in Spanish
Northern California Construction Training	Pre-Apprenticeship	Construction Trades Skill Development
Stanislaus County Fairgounds	Community Based Organization	Provides facility location and work-based experience.
Stanislaus County Maintenance and Manufacturing Jt. Apprenticeship	Apprenticeship	Manufacturing Apprenticeship Programs in Electro Mechanic, Packaging Technician, Machinist, Industrial Machinery Mechanic, Instrumentation Tech.

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

Northern California Construction Training (NCCT) provides adult students through out the region the opportunity to learn and/or enhance construction skills and industry recognized certifications such as forklift, hazwoper, and other OSHA awards. This unique course partners with the Stanislaus County Fairgrounds where hands-on work experience is provided. This opportunity builds pride in community while extending and improving a skilled workforce to the region.

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.

[1] Counseling Services including Career Preparation and Post Secondary Transition, [2] Tutoring, [3] GED Preparation & Testing via Learning Quest and Stanislaus County Office of Education for Community and Incarcerated Inmates, [4] Expansion of High School Diploma (i.e. CBK Program), [5] Short Term CTE Certifications (i.e. OSHA, Lift Truck, MSSC, Solar, Microsoft), [6] MJC English Language Institute Welcome and Intake Center, and [7] Regional Professional Development Efforts.

[1] Finding appropriately credentialed and experienced instructional staff, [2] Expansion of GED, ASE, ABE, and CTE certification at rural and/or remote sites, and [3] Lack of Sufficient CTE Non Credit Short Term Options.

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.

[1] Regional Professional Development Efforts, [2] Expansion of Tutoring and Childcare, [3] Expansion of Citizenship Classes, [4] Expansion of Counseling Services, [5] Expansion of High School Diploma Offerings (ASE), [6] CTE Program AE Voucher System, [7] Outreach Events through out the Region on ASE, ESL, & CTE, [7] Leveraging of SSSP, WIOA, FTES, LCFF, etc. in support of region wide AE efforts.

[1] Adult Services to Jail Inmates in Mother Lode Region, [2] Expansion of GED Prep Services, [3] Student Transportation remains a challenge, [4] Delay in creating satellite campuses in rural areas, [5] Sufficient availability of computer literacy classes

Section 3: Consortium Expenditures by Program Area and Objective –

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

| Program Areas | 2015 - 16 Expenditures | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | |
| | Budgeted | | | Spent | | | +/- | | | | | | | | |
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

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

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

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

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

Consortium members will use assessment tools that include CASAS, Community College English, reading and math assessments, graduation rates, ACT Work Keys, course articulations, and guidance counseling (transition staff, academic counselor, career counseling) GED, Hi-Set.

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
No Data		

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?

Consortium members will use locally approved student information tracking systems to collect student enrollment, demographics and performance (i.e. AERIES, ASAP, PROMIS, DATATEL, CASAS testing. Data will be used to analyze and evaluate trends and determine efficacy of adult learning deliverable strategies.

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
No Data		

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.

Consortium members will use assessment tools that include CASAS, Community College English, reading and math assessments, graduation rates, ACT Work Keys, course articulations, and guidance counseling (transition staff, academic counselor, career counseling) GED, Hi-Set. Consortium members will use locally approved student information tracking systems to collect student enrollment, demographics and performance (i.e. AERIES, ASAP, PROMIS, DATATEL, CASAS testing. Data will be used to analyze and evaluate trends and determine efficacy of adult learning deliverable strategies.

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
Postsecondary transition counseling.	Provide staff at secondary Adult Ed level to transition adult learners to postsecondary education and training opportunities. More students will transition to work and Higher Education.	Case management records and follow up of adult learners ready to transition.
Career preparation boot-camp	Increase access for adults to obtain job placement readiness skills.	Course enrollment rosters and completion data.
Guidance Counseling Services	Transition to work and higher education. Title 1 counselor shared with Alt Ed program.	Core performance follow up survey. Career interest inventory.
Hire Career Guidance Counselor	More program graduates transition to post-secondary education or the workforce.	Survey program graduates prior to having Counselor on board and after. Compare post-secondary and employment achievement rates.
Partner with local WIOA Title I provider to co- enroll students.	Increase in program graduates who obtain employment and/or additional vocational training.	Survey program graduates prior to partnership and after. Compare employment rates for both populations.
Vocational Presentations & Training	-Increase of Parent/Adult knowledge of available jobs/vocations within the local area -Increase in employment opportunities for program participants	- Pre-Post Surveys distributed annually - Anecdotal information collected from bi-annual Focus-Groups
Expansion of Transition Staff from 10 months to 12 months and Student Worker time on the MJC West Campus to support ESL Adult Learning Community	Increase enrollment of ESL students, Increase ESL persistence. Increase ESL Success.	(1) MJC non-credit and credit ESL enrollments, persistence and success data. (2) Satisfaction Surveys.
ESL Faculty Lead	ESL program Coordination, curriculum alignment, and common assessment. (MJC Literature and Language Arts Division).	Progress on curriculum and assessment alignment between community college and adult school providers. (MJC Literature and Language Arts Division).
ESL Professional Development & Support	Professional Development provided to local Adult Education programs. (Columbia College)	Non-credit and credit enrollments, registration for PD. (Columbia College).
Professional Development	Opportunities for teacher/staff to participation in professional development related to effective instruction, curriculum, and formative/summative assessments.	· Teacher Surveys · CASAS Assessment results · Student matriculation/ retention rates.
Faculty Collaboration	Opportunities for teacher/staff collaboration leading to aligned lessons, curriculum, and ultimately articulation agreements.	· Teacher Surveys · CASAS Assessment results · Student matriculation/ Retention rates
College Information Day/Night-specific/catered for the adult learner	Increased enrollment to postsecondary education.	· Adult attendance.

Objective 4: Gaps in Services

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

Consortium members will expand number of ESL courses, increase access to more adult learners. Respond to Gap for English in the Workplace. Increase adult learners abilities to quickly transition to the workplace.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Expand number of ESL courses	Increase access to more adult learners.	Course enrollment rosters and completion data.
Respond to Gap for English in the Workplace	Increase adult learners abilities to quickly transition to the workplace.	Course enrollment rosters and completion data - pre and post survey information.
Respond to gap for Citizenship classes	Increase access to citizenship classes.	Course enrollment rosters and completion data.
Respond to gap for Computer literacy classes	Increase access for adults to develop skills in computer literacy.	Course enrollment rosters and completion data - pre and post skills assessment.
Respond to gap for academic counseling and community liaison.	Provide staff at secondary Adult Ed level to provide academic counseling to keep adult learners focused on completing their secondary education goals.	Case management records and follow up of adult learners passing GED or earning high school diploma.
ABE Services will expand and continue to be maintained at each of the Foothill and COE sites (Diploma)	Provide ABE for 80 students. Establishment of a Adult Education learning environment that utilizes technology. Increased number of students completing diploma.	Completion rate (Diploma).

Objective 5: Acceleration

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

> Develop and implement Adult Education Services. GED Programs will be taught using a combination of group and individualized instruction. Create accelerated CTE courses.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Counseling Services for Adult HS-CTE for Sonora HS Cosmetology Programs	Students will enroll in CTE courses designed to support career goals.	Enrollment & Completion rate.
Develop and implement Adult Education Services (TCSOS) to serve Sierra Conservation Center, TC Jail, Gold Ridge Educational Center	· Increase number of adults who will receive GED or diplomas · Increase number of students enrolled in CTE courses after release. (Columbia College)	Completion rate and number of students referred to Columbia College and Motherlode Job Training. (Columbia College)
Contextualized Instruction	Greater English acquisition. Increased credits earned in High School.	CASAS Scores
GED Programs will be taught using a combination of group and individualized instruction	Students who begin program at all levels of competency will progress without being hindered by curriculum being taught at the average level of student com competency.	Survey students as to their satisfaction with the level of instruction taught. CASAS scores. GED pass rates
Create accelerated CTE courses in the areas of: Welding, Transportation, Microsoft certification, Logistics, CNA.	· Increase number of students seeking job training/CTE certification · Increase number of students enrolled in CTE program at community colleges · Increase number of qualified applicants to local work force (Modesto Junior College)	· Student Surveys · Attendance Rates · Employment Rates · College Admission Rates (Modesto Junior College)
ASE to CTE Pathway Development	Articulation agreements increased. (Modesto Junior College)	Increase number of service events. Matriculation to post-secondary enrollment. Increase numbers of Adult Education students that matriculate. (Modesto Junior College)

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.

> Consortium members will integrate technology training for Adult Education teaching staff. Attend Regional Professional Development opportunities s they are provided.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Technology integration training for Adult Education teaching staff	Adult Ed teachers will become comfortable and capable of using technology tools to enhance instruction, as well as provide instruction to adult students in using technology in the learning process.	Classroom observations, lesson plan development with technology infusion noted.
ESL Professional Development	Increased knowledge/understanding of ESL instructional strategies.	Professional Development providers evaluation survey.
Professional Development	Opportunities for teacher/staff to participation in professional development related to effective instruction, curriculum, and formative/summative assessments.	· Teacher Surveys · CASAS Assessment results · Student matriculation/ retention rates
Faculty Collaboration	Opportunities for teacher/staff collaboration leading to aligned lessons, curriculum, and ultimately articulation agreements.	· CASAS Assessment results · Student matriculation/ Retention rates.
Regional Professional Development & Table Talks for ESL, ABE, ASE and CTE Instructors	ESL, Basic Skills and CTE attending Professional Development and Table Talks events leading to strong connections around curriculum development, pathways and alignment efforts.	(1) Number of Professional Development Sessions (2) Number of Table Talks (3) Number of Teachers in Attendance
Attend regional Professional Development opportunities as they are provided	Opportunities or teacher/staff collaboration leading to aligned lessons, curriculum, and articulation agreements. (Columbia College for YCCD)	Completion rate. (Columbia College for YCCD)

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.

Develop MOUs and agreements with Foothill partners to leverage resources.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Develop MOUs and agreements with Foothill partners to leverage resources			Coordination of services will allow for HS, College, and COE collaboration efforts to leverage resources Shared services between college and TCSOS (Columbia College for YCCD)	AEBG record keeping and reporting.

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.