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
15-328-70	70 North Central (Yuba)

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
Blackthorne, Emma	Consortium Director	(530) 741-6984	eblackth@yccd.edu
White, Michael	President	(530) 661-5711	mwhite@yccd.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
Skelly, Elizabeth	Chief Business Officer	(530) 741-6723	lskelly@yccd.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
Reveles, Francisco	Yuba County Office of Education	(530) 749-4900	francisco.reveles@yubacoe.k12.ca.us	10/28/2015
Ortiz, Jesse	Yolo County Office of Education	(530) 668-3703	jesse.ortiz@ycoe.org	10/27/2015
White, Michael	Yuba Community College District	(530) 661-5711	mwhite@yccd.edu	09/10/2015
Javaheripour, GH	Yuba Community College District	(530) 741-6707	gjavaher@yccd.edu	09/10/2015
Armstrong, Maria	Woodland Joint Unified School District	(530) 662-0201	maria.armstrong@wjusd.org	08/27/2015
Dhillon, Baljinder	Sutter County Office of Education	(530) 822-2900	bal.dhillon@suttercoe.org	10/09/2015
Falkenberg, Brock	Lake County Office of Education	(707) 262-4100	bfalkenberg@lakecoe.org	10/09/2015
Becnel, Donna	Konocti Unified School District	(707) 994-6475	donna.becnel@konoctiusd.org	11/18/2015
West, Michael P.	Colusa County Office of Education	(530) 458-0350	mwest@ccoe.net	10/14/2015

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)
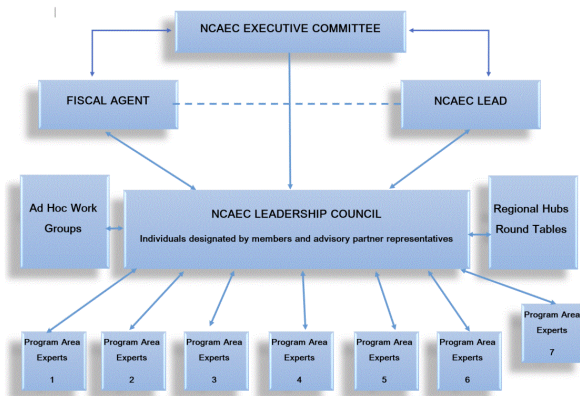
- ○ Yes
- ● No

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.

<div align="center">

⬇ Download Governance Plan Template

</div>

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.

To fiscally manage the block grant, the fiscal agent and each member agency eligible to receive funds have entered into an Agreement for Services (AFS) specifying the funding amount, distribution schedule and the roles and responsibilities of each party. The fiscal agent is providing templates for expenditure and progress reporting that will be specific to each funding source (MOE and consortium fund allocation). Details will include the AEBG program areas (7) and objectives, and object codes with brief descriptions. Members will also submit a brief narrative description to substantiate their expenditures and activities for each reporting period. The collective member expenditure and progress reports will be compiled into one report by the fiscal agent. The certifying official of the fiscal agent will certify the expenditures and submit the consolidated fiscal report to the state on behalf of the consortium.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ○ Yes
- ● No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Yuba County Office of Education	$60,000
🔒 Woodland Joint Unified School District	$1,324,151
🔒 Yolo County Office of Education	$180,000
🔒 Sutter County Office of Education	$605,344
🔒 Konocti Unified School District	$67,277
🔒 Lake County Office of Education	$0
🔒 Colusa County Office of Education	$116,519
🔒 Yuba Community College District	$644,457
Total	**$2,997,748**

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 NCAEC 2016-17 Plan will aid the consortium in planning and documenting how to improve and expand programs and services for our region's adult learners. The Plan builds upon the accomplishments of 2015-16 in curriculum and program development, staffing and foundational activities.

The four key areas of focus are to:

- provide access to programs and services by building and expanding offerings
- develop alignment, articulation and acceleration to ensure integrated seamless transitions
- provide counseling and student support services as they relate to student success
- improve coordination of data and accountability systems

The Plan builds upon the first year priority to provide long-term investment to establish a strong and sustainable foundation for successful transition to a regional system of adult education. Many of the first year's activities will continue long-term investments initiated in 2015-16, including:

- foundational curriculum revision and program development
- expansion of course offerings in five program areas to targeted underserved populations
- piloting of instructional programs and services for feasibility and scalability
- mapping of regional assets and career pathways
- professional development to support each regional priority and to encourage collaborative participation

Other 1st year activities will come to fruition: 3 regional Navigators will be hired and trained in key sub-regions to support outreach and assist adult learners to navigate programs and services; two ESL counselors will be hired to improve delivery and coordination of support services to noncredit ESL students; and a Director and support staff will be hired to create strong central infrastructure to support ongoing work of the consortium.

A major commitment will be to further leverage collaboration with the STREAM Pathways Consortium to develop a regional system for data collection and tracking for NCAEC to meet AEBG reporting requirements. The infusion of Data and Accountability funds will accelerate this process. Other partnerships will also be solidified, including those with business and industry and governmental agencies to expand work based learning services; and to develop and align courses to current and proposed career pathways, industry based certificates, and apprenticeship programs.

New activities will be conducted including:

- providing training and services to adult learners to assist children in school (new program area)
- providing child care and transportation to increase participation in programs and services
- creating assessment crosswalks to lay groundwork for transitioning to a future Common Assessment system

Greater regionalization will be achieved as a newly procured Odessyware grant with multiple licenses will be leveraged for online platform development for programs and services in the five county region; action plans are developed in partnerships with the region's five Library Literacy Programs; and marketing and outreach efforts will be better coordinated and expanded.

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
California Employment Development	Government organization	Unemployment services and training
California Human Development Corporation	Government organization	Education, training, counseling, immigration, job placement
California Indian Manpower	Non-profit	Training and employment services
CalJOBS	Government organization	Job search/preparation, data collection
Counties Sector Workgroups	Public, private education agencies	Assesses labor needs in industry clusters
County Jails	Corrections	Edcuational services to adults ABE/ESL/HiSET
County Libraries	Literacy Services	Literacy and basic skills tutoring
County Mental Health Departments	Government organization	Education, services, training for adults with disabilities
County Probation Departments	Probation	Educational programs and services
County Sheriff's Departments	Corrections	Basic skills courses and tutoring
County Superintendent of Schools	Educational	Educational provider of ESL/ABE/High School Diploma, HiSET, civics and other adult programs
Department of Vocational Rehabilitation	Government organization	Education, services, training for adults with disabilities
Health and Human Services Agencies	Human Services	Career Exploration, Cash Aid, CalWORKS
Local 185 Laborers Union	Union/Apprenticeship	Employment/Short term CTE courses
North Central Counties Consortium	WIB Board	WIB and WIOA oversight for Yuba, Sutter, Colusa and Glen Counties. Provides support services and resources to WIOA contractors and recipients.
Northern CA Construction and Training	Apprenticeship	Short term CTE courses, employment information
Pierce Unified School District	Educational	Educational programs
Prairie Elementary School	Educational	Educational programs
Public Defender's Office	Government organization	Services and support to corrections population
Regional Housing Authorities	Human Services	Housing
Sci-Tech	Educational	Educational programs
Sutter County One Stop	Government organization	Provider of WIOA services; job search, preparation, education (short term adult CTE courses), Training and Counseling for participants in Sutter County
Workforce Lake	Government organization	Workforce development and training
YES! Yolo Employment Services	Government organization	Employment services for adults with disablities
Yolo County Special Education Local Plan Area	Special Education Services	Assistance with services for students with special needs
Yolo County WIB	Government organization	Industry outlook WIOA services employee information
Yolo County Workforce Innovations Boards	Government organization	Workforce Development and job training
Yolo, Colusa, and Yuba County One Stops	Government organization	Workforce development and job training
Yuba County One Stop	Government organization	Workforce development and job training

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

A collaborative, wrap-around approach developed by NCAEC members and several partners successfully serves the adult educational needs of probation clients of the Yolo Day Reporting Center, and incarcerated adult learners in the Monroe Detention Center. The Yolo County Office of Education (YCOE) provides basic skills instruction and partners with the local adult high school, Woodland Adult Education, to deliver HiSET testing. Supplemental tutoring and literacy development are provided by the Yolo Library, and the Yolo County Health and Human Services Agency (HHSA) provides life skills development and career exploration to the probationers and the inmates.
A "Multi-Disciplinary Team" was established to ensure the incarcerated adult learners are supported upon release. The

Team meets regularly and is composed of Probation, Public Defender, Day Reporting and Corrections staff; and Yolo COE, HHSA and community based organization representatives. Yolo COE works with the Team to provide continued and consistent educational services to inmates while in custody and after release. The NCAEC Yolo Regional Navigator (who is co-located at Yolo COE, Woodland AE and the local college) attends the meetings to receive information regarding upcoming releases, and to provide effective follow-up assistance to the adult learner in accessing adult educational programs and allied services.

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.

NCAEC highlights of expanded levels and types of programs within the region during 2015-16 include:

·   Sutter COE AE, in partnership with its local One Stop and CCPT/ROP, expanded programs by providing additional sections
        in ESL/Citizenship; Basic Skills, independent study for HSD/HSE; and CTE courses. Services for AEBG clients of One Stop
        were expanded and streamlined.
·   WJUSD AE developed two off-site multi-level ESL classes at elementary schools, with class dates and times customized to
        the needs of adults and parents, and which were offered in nontraditional modalities that provided flexibility for
        participants to meet other obligations. This resulted in attracting higher enrollment and greater retention rates. MOE
        funds enabled WJUSD to sustain a robust AE program, including HSD and HSE programs with a 30% graduation rate in 2015-
        16.
·   Yolo COE collaborated with WJUSD to provide basic skills instruction and wrap around services to incarcerated adults;
        Colusa COE provided HSE prep for jail inmates.
·   Colleges conducted curriculum revision and development towards long term goals of expanding levels and types of
        noncredit certificates, VESL, and CTE courses; YCC piloted three VESL courses (Math and Computers); WCC retooled basic
        skills courses for future CDCP certificates.
·   WCC and Sutter COE were approved as HiSET Test Centers, enabling the consortium to provide accessible HSE testing
        region-wide

Challenges:

·   Insufficient funds, time and staff (fiscal, HR and IT as well as administrators, faculty/instructors) to complete
        required planning and establish structures to launch new courses and programs
·   Cumbersome and time-consuming consultation and approval processes required for the colleges; systemic change of large
        YCCD organization comparatively difficult relative to more nimble members
·   Recruitment and hiring of qualified faculty/instructors willing to work part time and in rural settings
·   Need for more clearly defined criteria for member allocations re: short-term versus long-term investments for expansion
·   Continuity in leadership roles
·   Need for coordination, common vision and actionable plans in each program area
·   Delayed timing of regional funds and unclear communications and guidelines from the state created difficulty in
        responding to accelerated timelines and to level of detail of numerous reporting requirements, decreasing time required
        for agencies to focus on program planning and support needed to focus on expansion
·   Time required to create and post positions; negotiate union concerns
·   Underestimation of time and coordination required to implement new types of programs

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.

NCAEC conducted activities in 2015-16 to improve the impact of services and to create better student outcomes:

·   Hired two of three regional Navigators to make education and workforce training accessible and navigable
·   Created two college ESL counselors positions to serve noncredit students (hired Fall, 2016)

· Created NCAEC Director and support staff positions for organizational infrastructure and consortium leadership (hired
        August, 2016)
· Created teaching positions for new CTE, ESL and Basic Skills courses to address gaps in services to geographical areas,
        and to targeted special populations. The populations include remote rural students; the lower Lake County immigrant
        Hispanic population; and the adult learner Probation/Parole and Incarcerated population) (hired Fall, 2016)
· Leveraged STREAM Pathways Consortium efforts to develop regional system for data collection and tracking for NCAEC to
        meet AEBG requirements (in process)
· WJUSD provided ESL instruction in new communities, successfully serving a population of adult learners with school aged
        children
· Yolo COE, in partnership with WJUSD, provided basic skills instruction and wrap around services to adult correctional
        population
· Colleges developing VESL and noncredit CTE courses and certificates currently not offered; and COEs developing short-
        term CTE courses and pathways, in collaboration with area business and industry to meet emerging regional needs (in
        process)

Challenges:

In this first year of funding, a major challenge arose around allocation of funds to members. Some members deferred requesting funds, and others requested lesser amounts, in support of college requests for funds for foundational curriculum restructuring and development. It wasn't clearly understood at the time that this was to be a long-term investment of planning and time that wouldn't produce measurable results for program expansion for a two year cycle. In acknowledgement, the colleges agreed to reduce their funding requests for the following two years in order for unfunded members to initiate new programs and services.

Additional challenges included inadequate and delayed funding; difficulty in recruiting and hiring qualified instructors and staff, particularly for teaching in remote and rural settings or in the correctional culture; protracted negotiations with unions; uncertainty in the permanency of AEBG funding; and vague and confusing legislative language and state requirements that impacted planning.

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

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$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	-

2016 - 17 Planned Expenditures

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$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.

[70yuba_160818155125.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 enrolled in K-12 and COE member agencies will be assessed with CASAS and member-developed assessments and placed based on their assessment scores and identified goals; students enrolled at YCCD will be assessed using college-developed multiple assessments, including Accuplacer, for pre-collegiate and college course placement. K-12 and COE AE students will be monitored for progress and student learning gains with CASAS and member-developed assessments. Students enrolled at YCCD will be monitored by faculty-developed measures and by measuring Student Learning Outcomes (SLOs) for each course level.
>
> Students will be assessed prior to entering programs for career interests/skills; educational/career goals; needs; and academic skills. The Data and Accountability Task Force will explore a common intake form as a means to ensure best practices for intake and student assessment.
>
> K-12 and COE ESL and Basic Skills providers will be invited to take the college placement test to provide the feeder programs with a better understanding of the skills required for students to be successful.

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	College Board	assessment testing in math, English and reading proficiencies for pre-collegiate and college course placement
Aeries	Aeries	Transcripts, transcript evaluation
CA Careers Resource Network	CDE	assessment of interests and skills
CALJOBS	American Job Center	assessment of needs
CASAS/TopsPro	CASAS	Continuous assessment and placement; progress monitoring
GED	Pearson VUE	High school equivalency
HiSet	Educ.Testing Services (ETS)	high school equivalency
National Occupational and Competency Testing Inst (NOCTI)	NOCTI	Industry based assessments; data/accountability; issuers of certifications and college credit
Test for Adult Basic Ed (TABE)	TABE	assessment and placement

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

> Student, course and program level data (formative and summative) will be collected from numerous sources (see table) and aggregated and disaggregated in order to evaluate all programs, as well as the consortium, based on stated goals. Spotlight Education will assist with the aggregation of data to develop a consortium-level report to highlight consortium and program level achievements, challenges and areas for improvement. The report will drive future considerations and ensure our consortium is focused on improving student outcomes.
>
> Additional means for collecting data from the colleges for export to Spotlight for consortium reporting will be explored.

A Data and Accountability Task Force will be formed with staff and administrative participation to review the 2015-16 data; to identify priority needs for data collection; and to make recommendations for consortium-wide implementation in 2016-17. The use of a common (generic) intake form to ensure collection of the AEBG required data-elements upon student enrollment will be explored.

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

Name	Vendor	Core Services
Aeries	Aeries	Student information system, demographics, performance, needs etc.,
ASAP	ASAP	Student information system demographics performance needs, etc.,
CA Career Resource Network	CDE	Student intents/career goals
CALJOBS	CALJOBS	Student needs
CALPASS+	CALPASS+	Student transition and performance data
CASAS/TopsPro Enterprise	TopsPro Enterprise	Student performance, data collection and reporting and monitoring
Datatel Colleague	Elucian	Student information tracking and data analytics
NOCTI	NOCTI	Industry based assessments; data and accountability; certification and college credit
Promise	Promise	Student info. system, performance, needs, etc.,
SARS	SARS	Student contact data (student services)
Socrates	Socrates	Student information and attendance for CTE and ROP
Spotlight Education	Spotlight Education	Data aggregation vendor; data aggregation with program evaluation
TracDat	Nuventive	Data informed planning and outcomes assessment

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.

2015-16 Progress:

        · Colleges initiated ESL and Basic Skills course review, revisions and restructuring to streamline and align curriculum;
            piloted math and computer VESL courses; established an ESL Task Force to include members and partners upon completion of
            curriculum review
        · Yolo and Sutter COEs began alignment of AE and CTE curriculum with Common Core and College Career Readiness Standards;
            conducted preliminary planning to align courses to curriculum and proposed career pathways and industry-based
            certification; Sutter COE streamlined courses and aligned services to meet One Stop WIOA client needs; Colusa COE
            updated HSE curriculum for inmates and strengthened Citizenship requirements within the ESL curriculum
        · Two regional Navigators were hired by COEs to assist potential and enrolled adult learners to navigate AE programs and
            services; and began regional asset mapping

- K-12 and COE providers used MOE funds to sustain capacity of AE programs and services

Challenges:

Primarily a year of strategic planning and foundational work, it was slow to begin due to the late arrival of funding; and complicated by the colleges' systemic planning and approval processes and requirements to align and rethink curricular and program offerings. Hiring of the third Navigator was delayed by college union negotiations.

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
Curriculum Development and Alignment	Establish collaborative workgroups to align/integrate course sequencing withing K-12 and COE AE and to colleges, and within the colleges; restructuring of college foundational courses to eliminate duplication, provide alignment and streamline course offerings; articulation between segments to create seamless pathways; CDCP development form ESL noncredit curriculum and curriculum development for VESL	Elimination of curriculum duplication between educational segments: shifting of lowers ESL levels from colleges to K-12/COE, increase in number of courses aligned and number of courses aligned and number of streamlined course offerings; increase in number of courses that are aligned and number of streamlined course offerings; increase in courses aligned with the needs of adult learners and enrollment of students in those courses; Articulation Agreements between segments
Assessment Crosswalks	Program area workgroups to develop cross-walks for Assessments to decrease duplication of student assessment and increase seamless transitions among programs throughout the region	Creation of cross-walked assessments; decrease in student assessment as they transition among programs; increase in appropriate placement of students and in cross- referral between programs
Hire and Train 3 Regional Navigators to assist potential and enrolled students in navigating regional programs and services, accessing resources and opportunities for adult education and workforce training throughout the region, conduct Regional Asset Mapping.	Hiring of 3rd regional Navigator; Navigators conduct Asset Mapping for their sub-region as onboarding activity; increased awareness of AE programs and services in geographical area of assignment and consortium-wide region	Number of students served and enrolled in various AE programs and services and workforce training opportunities; number of contacts with potential and enrolled students increase in numbers of student transitions from one educational segment to the next, including Career Placement
Develop a Regional Asset Map and a Career Pathways Road Map that identifies and maps pathways from K-12 and COE's to college to career	1st Phase to identify/catalog regional AE programs and services for education and training; continue collaborative process with Pathways Trust Consortium to identify existing and needed career pathways and identify points of entry for student/worker transition; identify functions and specifications, feasibility and cost projections for next phase to pilot web- based map for consortium-wide use	Creation of catalog of Regional Assets and a Career Pathways flow chart; feasibility study for user-friendliness, functionality, and accessibility for providers, students and stakeholders; more effective and increased numbers of student transitions from one ed. segment to the next
Maintain existing programs and services aligned to needs	Sustain existing programs and services offered by colleges, K-12 AE and COE's	Maintain capacity based on FY 2013-14 funding levels and number of students (in context of intervening cost increases)

Objective 4: Gaps in Services

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

2015-16 Progress/Challenges:

- Colleges engaged primarily in foundational curriculum development, and conducted preliminary planning for programs and
    services to address gaps. Planning coincided with that of other college initiatives (eg. SSSP, Basic Skills). This
    factor, together with required approval processes and union considerations, resulted in delayed hiring of noncredit
    counselors; a Navigator and the central office operation staff.
- Sutter COE incorporated new software, added classes and tutoring to address math skills gap; received approval as HiSET
    Testing Center (establishing accessible testing in all areas of consortium); partnered with One Stop and CCPT/ROP to
    expand course offerings/ services in ESL, Basic Skills and CTE; partnered with STREAM (Pathways Trust) to expand work
    based learning services and with NOCTI to pilot industry based assessments in CTE/AE programs; procured Odessyware
    grant
- Yolo COE and WJUSD, collaborating with partners, provided Basic Skills instruction, literacy tutoring, wrap around
    services, and HiSET testing for county correctional AE population

- WJUSD added two ESL classes at elementary school sites, customizing instruction/modalities to meet communities' needs
  and increased retention; Yolo COE provided recruitment from Head Start, Special Education and Alternative Ed parents
- Colusa COE enhanced Citizenship instruction embedded in ESL, resulted in increased number of new citizens

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Create infrastructure to support ongoing consortium	Hire NCAEC Director and support staff; develop organizational framework for support and staffing of consortium functions	Effective and efficient operation of consortium matters; effective communication with members, partners and stakeholders; adherence to state requirements and timely submission of reports
Expand AE course offerings in the region	Expansion of the number and type of AE programs to under-served areas and populations based on needs; new and revised courses designed to address identified gaps for under-served populations	Increased number and types of programs and services in the region; increased numbers of adult learners enrolled in programs; increase programs and services for under-served corrections population
Hire ESL College Counselor to serve Noncredit Students	Hire college counselor to aide in educational planning, and to coordinate noncredit and credit needs of ESL students using braided funds from college initiatives	Number of ESL students successfully completing courses; number transitioning to college level courses or completing certificates
Online high school diploma to serve remote or rural locations	Completion of high school diploma in partnership with Yolo County Library	Number of students served, number of students complete high school diploma; scalability
Provide High School Equivalency preparation and/or testing for adults on probation or parole, in jail, or in the adults ed correctional program	Completion of preparatory courses and passing of the HSE test	Growth of basic skills, number of students who pass the HSE test
Provide outreach to parents and create adult training programs to support child school success	Create surveys, provide outreach, develop training workshops	Number of adults/parents who attend, growth outcomes of skill attainment through pre and post tests
Provide Transportation and Childcare	Completion of evening ESL courses; completion of HiSet testing	Number of adults/parents who attend evening class; number of adults taking HiSet test

Objective 5: Acceleration

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

2015-16 Progress:

Acceleration of student progress was not a major focus for 2015-16. Preliminary activities were undertaken:

- Sutter COE purchased computers to improve and streamline intake and assessment processes.
- Yuba College piloted new ESL for Computers and ESL for Math, and collected data for analysis of efficacy of offerings;
  and provided professional development to faculty teaching in both ESL and English to participate in the CA Acceleration
  Project.
- Principles of acceleration are being explored and incorporated in the colleges' curriculum review (Objective 3) as
  appropriate: to reduce the number of ESL course requirements for students to transition into academic and CTE programs;
  and to transition basic ESL instruction to the K-12 and COE providers to allow focus by the colleges on VESL, CDCP and
  advanced ESL and Basic Skills instruction.
- Odessyware grant procured by Sutter COE with multiple licenses to be leveraged by 5 COEs: components of which will
  enable development of online platforms for efficient data collection and analysis, and more efficient/effective delivery
  of AE instructional programs and workforce services; Odessyware software utilized by WJUSD to offer online HSD program.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Provide short term CTE courses aligned with high skill, wage and high need employment and CDCP certificates	Courses to assist students in obtaining employment or increase wages in current career	Number of students who complete courses, who obtain employment, obtain certificates of completion, or who increase wages in employment
Provide ESL, accelerated ESL courses and noncredit certificates	Course to assist students/employees in career advancement	Number of students who complete course, who obtain certificate of completion, or who increase wages in employment
Create and expand dual enrollment Pathways	Cross-segment collaboration; establish dual enrollment courses; build college going culture; improve student access and readiness for college; implement camps summer 2016 in Admin of Justice, Small Business Entrepreneurship and AG/Water.	MOU agreements for dual enrollment; (long range) Increase in number of students completing college Programs
Online student assessment and data entry	Purchase computers to expedite student assessment and data collection	Efficiency of student assessment and accuracy of data collection
Leverage use of Odysseyware to offer online curriculum and CTE components	On-line learning platform for HSD and CTE programs; career services, expand use by all COE's, timely formative and summative student data, improved regionalization	Number of remote areas students served, acceleration of student transitions, effectiveness of instructor and student tech skills sets

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.

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2015-16 Progress:

    · Members attended conferences, training and workshops based on differentiated professional development needs. By
      leveraging state and professional associations resources (e.g., CASAS, OTAN, CCAE, CCCCO), members learned
strategies to
      establish and strengthen collaborative partnerships; to integrate evidence-based best practices in
acceleration; to
      improve instruction for post-secondary skills development; to integrate technology; to embed contextualized
instruction
      and create VESL curriculum; and to improve CTE pathways and alignment.
    · The consortium conducted two sub-regional HUB Summits to inform and gather input from partners and
stakeholders
       regarding current and planned AEBG activities in order to better address the unique needs of each sub-region.

Challenges:

    · With the late arrival of funds, the advance planning required for certain consortium-wide professional
development
      opportunities weren't able to be completed by June 30, 2016. The PD offerings are scheduled for August -
September,
      2016.
    · Insufficient time for Central Office staff to provide and coordinate site support for administrators,
instructors and
      staff.
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Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
PD for Work Based Learning and College and Career Readiness	Increased awareness and development of train the trainer models using evidence-based best practices	Creation of regional PD plan; number of trainings and number of attendees; survey of effectiveness of training; use of strategies by members
PD for Curriculum Development around themes of embedding Soft Skills instruction; integrating Basic Skills and ESL into CTE: offerings; contextualized courses for ESL; accelerated instructional strategies; and Alignment and Pathways	Creation of new courses; revamping of existing foundational math and English courses and programs; alignment of programs, services and pathways between and within education providers	Increase in number of faculty and teachers trained in methods drawn from each thematic area of PD
Differentiated PD based on expertise and common needs and concerns of faculty, teachers, and staff including: CTE, Data Accountability, serving the Probation/Parole and Inmate population; and adult learners living in poverty	Ensure professional currency in standards of best practice; collaboration and cooperation in Communities of Learning across disciplines and segments	Increase in number of faculty, teachers and staff trained in new methods of program and services delivery
PD for Odessyware online platform development and software applications for AE and CTE programs and services	Increased awareness of competent applications using online platform	Leveraging of 5 licenses of online platforms
PD on Integration of Library Literacy Programs	Increased awareness of library programs and services for AEBG students	Creation of Pathways from Library Adult Literacy Programs to K-12, COE and colleges
PD on AEBG Data Collection and Accountability	Increased knowledge and hands-on expertise in data collection and reports	Timely and accurate summative and formative data reports

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.

2015 - 16 Progress:

·   Leveraged Northern CA STREAM Pathways Consortium (NCSPC) and Spotlight (aggregating services vendor) efforts to develop
     a shared platform and a system to collect and track student enrollment, demographics and outcomes for use by NCAEC.
·   NCSPC (which includes all chambers of commerce and workforce investment boards within four of the five AEBG member
     counties) and NCAEC members convened advisory meetings to asses industry needs that will drive development of new short-
     term CTE courses and certificate programs aligned with industry needs.
·   Coordinated collaborative outreach and marketing efforts with HHSA, Housing Authorities, One Stops, County Industry
     Sector Workgroups and community based organization to promote connection and retention of adult learners.
·   Braided funds with Yolo County Library, regional Doing What Matters, and college SSSP and Basic Skills Initiative to
     meet common goals of programs.
·   Collaborated with Parole/Probation/Inmate correctional agencies, Public Defenders Office, community based organizations
     and County Library to provide basic skills instruction and, wrap around services.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Use Data and Accountability funds to support regional assessment plan and resolve data collection needs	TBD, Spotlight Edcuation	TBD	Resolution of data collection needs, improved coordination of intake, assessment, and referral, clearly defined data elements and methods of reporting	Level of integration of local and regional systems for data collection, streamlined assessment, non-duplication between segments, established menu of common assessments and policies, operational measures of effectiveness of members and of consortium
Collaborate with Corrections agencies to address AE underserved population	County libraries, probation/parole and inmate correctional agencies	Funds, staff, locations, student recruitment	New and expanded instructional services for AE pop., initiate distance learning for incarcerated pop., establish seamless pathways from low literacy through college for corrections population	Incarcerate in distance learning in county jails increase in literacy and basic skills instruction for incarcerated/Probation and Parole, decrease in recidivism
Leverage STREAM Pathways Consortium efforts to develop a platform and a system to collect and track student enrollment, demographics and performance measures for use by NCAEC	STREAM Pathways Consortium and all other partners	In kind staff and resources to collect and organize information	Catalog resources, programs and services available in the region, and identify gaps; promote communication, collaboration, and alignment of programs and services; initial phase of long term plan to create digital interactive mapping of assets and career pathways accessible to providers, stakeholders and students	Increased awareness of regional offerings; increased enrollment; improved communication with adult learners; improved planning of investment of funds and resources to expand AE and career training
Create short-term CTE courses aligned with industry needs	Chambers of Commerce, EDD, WIBs	Participation in workgroups to determine high skill, high wage and high need areas of employment and industry skill set	Development of new and of expanded CTE courses aligned with regional needs	Adults seeking employment of incumbent workers seeking to increase wages Methods: Number of courses and certificates created

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.