

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
15-328-71	71 Siskiyou

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
Smith, Blaine		(530) 938-5251	bsmith29@siskiyous.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
Smith, Blaine		(530) 938-5251	bsmith29@siskiyous.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
Stokes, Ed	Siskiyou Union High School District	(530) 926-3006	estokes@sisuhd.net	10/08/2015
Carver, Allan	Scott Valley Unified School District	(530) 468-2727	acarver@svusd.us	10/08/2015
Taylor, Robert	Siskiyou Joint Community College District	(530) 938-5512	rtaylor18@siskiyous.edu	10/08/2015
Zarzynski, Joanie	Siskiyou Training and Employment Program*	(530) 938-3231	jzarzynski@ncen.org	10/08/2015
Walters, Kermith	Siskiyou County Office of Education	(530) 842-8403	kwalters@siskiyocoe.net	10/08/2015
Jones, Vanessa	Tulelake Basin Joint Unified School District	(530) 667-2295	vjones@tbjUSD.org	10/08/2015
Baker, Randy	Yreka Union High School District	(530) 842-1659	rbaker@yuhd.org	10/08/2015
Kellar, Ray	Dunsmuir High School District	(530) 235-4835	rkellar@sisnet.ssku.k12.ca.us	10/08/2015
Tracy, Linda	Butte Valley Unified School District	(530) 397-4000	ltracy@bvlusd.org	08/12/2016

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)

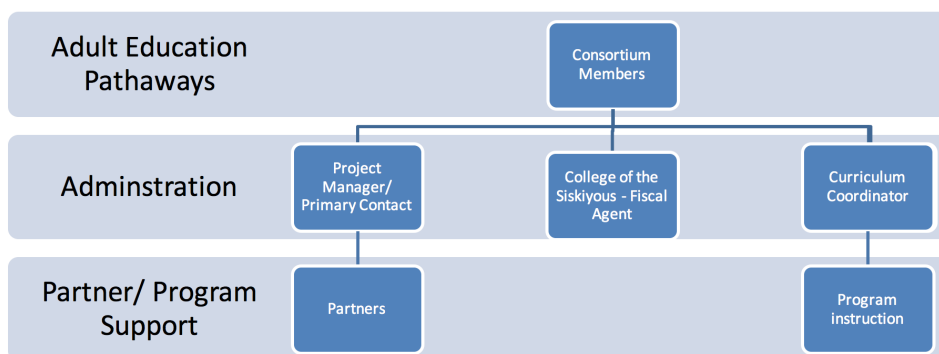
- ☐ Yes
☒ No

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.

College of the Siskiyous entered into an MOU with all members of the consortium. The MOU has detailed instructions on what areas the funding can be used for. Site summaries and budgets were submitted to the fiscal agent in order to receive funds. The site administrators, school district CBOs and instructional staff have been apprised to the allowable uses and guidelines distributed by the state. Expenditure reports will be collected from site administrators and submitted to the fiscal agent to roll-up expenditures to certify to the state. The fiscal agent/grant manager will align the budget and expenditures and report to the state.









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
 Siskiyou Training and Employment Program*	\$17,857
 Scott Valley Unified School District	\$102,359
 Butte Valley Unified School District	\$76,332
 Yreka Union High School District	\$220,114
 Siskiyou Union High School District	\$124,150
 Siskiyou County Office of Education	\$8,333
 Tulelake Basin Joint Unified School District	\$71,980
 Siskiyou Joint Community College District	\$207,812
Dunsmuir High School District	\$71,980
Total	\$900,917

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 Siskiyou Adult Education Consortium's (SADEC) vision is to revitalize adult education in all areas of Siskiyou county including Tulelake. The county is very vast so it is important to maintain services throughout Siskiyou County for any and all adult learners. This vision includes streamlining services, all the while offering common curriculum and diploma completion.

In the beginning of 2015, Siskiyou County only had three adult schools in operation. To better serve all population pockets SADEC opened three additional schools in Spring of 2016. SADEC has worked hard to open, employ, implement and expand its service locations. SADEC began designing unanimous curriculum that corresponds with pre-existing adult education sites. This step helped to steady consistency in all offerings. This gave the existing school sites the opportunity to review and update curriculum. English as a second language (ESL) curriculum was created this year and SADEC was able to hire Instructors and begin offering ESL classes for the first time in several years. The consortium members and partners participated in local trainings and attended conferences to advance knowledge of current curriculum practices. Computer software was updated and is now being utilized by students from home, county libraries and community computer labs. Previously only one GED testing site was available within Siskiyou County. SADEC has now equipped the county with two additional sites to administer GED testing and preparation. In crafting and perfecting these processes a brand, website and advertisements were created to share with the public. The website will serve the consortium and its learners as an information portal and also a registration module for services.

The primary goal for the 2016-2017 program year is to continue improving and growing projects that were started in 2015-2016. SADEC will strive to support the community with high school diploma completions, GED achievement and ultimately create a pathway into higher education or career. With this plan comes the development of an internship/apprenticeship program that will serve a dual purpose. The consortium will align adult students to receive training in developing soft skills. These skills will prove helpful in career paths all the while receiving elective credit towards high school diploma completion. SADEC will track students along educational planning processes to help facilitate student success completion rates. SADEC will examine a compensative pre/post testing system that will encourage students towards success. The consortium wants to eliminate hurdles for adult students by providing transportation, child care and assistance to overcome any obstacles that keep students from completing programs.

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
Department of Rehab	Client Sharing / education / Workforce Deve.	Client Referrals
Family Resource Centers	Client Sharing	Parenting/Childcare
Siskiyou County Library's	Client Sharing	Facilities/ Literacy programing

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

Client referral process -Each partner has agreed to assist clients to the correct services that SADEC provides. Partners have already started referring clients in 2015-2016. By 2016-2017 an automatic online referral system will be in place.

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.

Three adult schools were opened or reopened after many years of closure. Two additional GED testing sites were opened. A brand, website and promotional materials were developed to encourage a grassroots effect; attracting adult students to seek schools in available locally. A consistent common diploma/ curriculum was improved and created. Three strong partnerships were developed to leverage resources and share clients.

Staffing has been an issue. Siskiyou County is vast, with towns and schools being several hours away from other populated cities. To get someone to travel or to live in these vast areas is difficult. It limits the amount of programing these schools can offer to their local populations. Locating students that are interested in the Adult Education Program has been improving every day. Developing ESL materials has been somewhat tedious. Transportation and childcare needs are also another subject to tackle.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The consortium has been able to open adult school sites that have been closed for over 4 years. This is important for the single reason that those sites reside in areas that are located 90 miles from larger cities, getting programming to these remote locations help create diversity in program offerings. SADEC has been able to use adult education sites that were already in operation to help speed up the ability to offer adult basic education to the vast areas of Siskiyou county, including Tulelake. With three partners on board and more to join for the 2016-17 annual plan year SADEC will be addressing training for client services to better help adult learners.

There are many adult learners spread throughout a vast region in the far north state that are in need of finishing their education for future career growth. The largest challenge is getting awareness to these populations. Reengaging adult learners with education, but at the same time making the process not seem daunting and would be easy for them to re-start their pathway to increase their income ability. Partnerships in Siskiyou county with local business to establish internships and apprenticeship are necessary. We currently have zero businesses available for apprenticeship programs available for adults to enter the workforce. A well-round internship program with local business is important but most businesses are small and don't have the time to train adults. Having a diverse program that will attract all interested adult students will be key and something to work towards for the 2016-17 annual plan year.

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

Key
▼ = Under
▲ = Over

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

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

[finalsiskiyouconsortiumexpendituresbook.xlsm](#)

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.

For the 2015-16 annual plan, SADEC piloted two different software solutions for appraising, placing and assessing adult learners into areas of focus for degree completion and soft skills career development. After piloting these two systems, it has been determined that researching other opportunities for all sites to have a comprehensive pre and post-test assessment system used consortium wide. The two programs used this year helped assess students for entry but did not offer a quality post assessment. Moving forward in the 2016-17 annual plan we will be using the California Community College Common Assessment (College of the Siskiyous is an early adopter) and an online learning system called Edmentum. This system will not only provide a pre-test and post-test the Edmentum system is aligned with common core and is a prescriptive assignment tracker.

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
ACT Career Readiness	ACT	Soft skill development for workforce development
California Community College Common Assessment	CCCCO	Pre and post assessment
Edmentum	Edmentum aka Plato software	Pre and post assessment along with class completion
GED academy	Essential Education Corporation	Pre- GED assessment

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?

SADEC's website will now gather information and track the progress of all enrolled students. This process will align state reporting requirements. Enrollment will have two access points. One for the student to "sign-up" / input their information. Once they have enrolled a profile will be automatically generated for the student, leading to other resources and pathways for exploration. Second, a practitioner can log in to check on students' status or to refer students to other programs throughout our regions members and partners. Practitioners will be able to update student progress and leave notes for future reference. As students complete course work, programs, receive their high school diploma, GED or enter the workforce, SADEC will update the status of the learner and track the information for reporting. This will create a checks and balances system to meet the targeted program outcomes. Currently, Aeries.net, Power School, Banner are being used as the data base for student enrollment, demographic and performance data. Attendance and grade information is entered by the teacher into Aeries.net. This system has full data access and reporting built in. Information can be queried in a number of ways and be the bases for determining if certain outcomes are being met. SADEC is hoping to create a seamless system with a cohesive reporting and tracking system.

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.net	Eagle Software	Student Information System
Banner	Ellucian	Student Information System
PacificSky	PacificSky LLC	Student Tracking and information system
Power School	PowerSchool Group LLC	Student Information System

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.

SADEC has updated and increased curriculum, added to the technological needs and designed a program that will allow for student success. Now the need to market this program to the community, will hopefully allow for growth in student numbers, success and educational attainment. Through the high school diploma program, adults will be able to participate in outside internship programs to receive credit for electives. SADEC is working with the Siskiyou Community College District to develop non-credit basic skills classes to prepare students to become quality employees or to continue

education at the community college level. If students do not wish to continue education in the college setting, adult education programming will help prepare for work environment tasks.

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
Marketing/Communication plan	Expansion of marketing/outreach materials; centralized web source	Google analytics; quantify hits on web page; Social media following
Expansion of Distance Education and on-line accessibility	Purchase and roll out of equipment	Program accessibility
Articulated course pathway between segments	Creation of Common Adult Ed High School Diploma. Growth of non-credit class at COS	Completion of diploma /degree; aligned coursework Creation of non-credit pathway/certifications
Common/Shared Assessments	Using a more comprehensive program	Amount of student pre and post tested
Creation of Non-Credit basic skills	At least three non-credit basic skills course created	How many course are available for basic skills learners
Development of services for adults with disabilities	Awareness to adults with disabilities for service	Increase in programing and enrollments
Internship Program	Student participate in on the job training	Increase in programing and enrollments

Objective 4: Gaps in Services

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

Due to the current landscape, gaps vary from student to student. The educational facilities need to keep in mind the needs of our potential student base. Language, economic issues, time and accessibility are the main gaps that are seen within the community. Adults are pulled many different directions, dependent on individual circumstances, and this creates many difficulties for attendance and completion of educational opportunities. For the past year SADEC has been re-opening schools, evaluating curriculum and designing programs for implementation. When planning and preparing SADEC has been aware of operating as one cohesive group. If one area of the consortium has a large need and other areas have the same need but in a smaller scale, tiered programming has been implemented. For example, some areas require higher ESL resources, programming will adjust to need. SADEC is planning to have a detailed education schedule that allows schools to be able to collaborate with staffing coverage. All areas will receive the same programming for student goal completion, utilizing technologies like Video Conferencing equipment, computer based software and a common diploma. A schedule of educators will be available for homework/goal completion assistance within office hours, which can take place online or at individual school sites.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Solutions for Geographical and Access barriers	Distance Education (on-line or VC); explore possibility of additional bus lines to help people get to services; Additional GED testing center.	Increased course/program enrollments; increased GED completions
Counseling and Student Support	Engage with current partners and new partners	Amount of partners; fiscal and in-kind offerings
Assessment and Accountability Systems	Task Force; professional development, committee work	Implementation of updated tools; shared data systems, common matrixes
Clear Pathways to Employment and Career	Expand partnerships with WIOA providers; expand wrap around services	Time to completion, documented pathways
Student and Course Articulation across counties/programs	Common high school diploma Curriculum Task Force	Completion of degree; documented pathways

Objective 5: Acceleration

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

Providing accessible, flexible and opportunities for educational growth and skill is of utmost importance. Allowing students to utilize the educational facility and its scheduling, taking into consideration personal timelines and learning modalities. Use of a common diploma, no matter where a student attends adult school in Siskiyou county including Tulelake. The use of computer based software that is aligned with the diploma will help students' complete work at their own pace. SADEC will track student status and progress. Interaction and follow-up will occur to encourage completion.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Student and Course integration and/or Articulation across counties/programs	Common high school diploma Curriculum Task Force Educational Plans for adult learners	Completion of degree; documented pathways
Joint Professional Development	Site level and regional professional development on research based practices	Pre-post assessment; student outcomes
Shared assessment for transition between programs	Assessment Task Force SB 173 Competency-based assessments	Implementation of updated tools; shared data systems, common matrixes
Development of internship program	Capstone project/ Certification for career readiness / diploma completion	Interviews/ surveys / testing. Hiring / school status after completion

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.

The consortium feels that initial and ongoing professional development of its staff is critically important to the success of the new model. All consortium partners, business community and countywide employer bases will be encouraged to pursue more learners. This will allow for planning that enables growth as needs change, providing opportunity on a wide range for students. Students can be expected to obtain necessary skills involved with employment and educational satisfaction. The new model will include new technology for video conferencing classroom instruction, computers, and new online software. There will be a need to train staff in career related and remedial curriculum targeting the adult learner. The staff will be trained in data collection software, and assessment software. Other areas of staff development will include how to work with limited English speaking and culturally diverse students. Staff will meet at different satellite districts and video conference to become proficient before working with students. Trainings should be complete in the Fall of 2016. Instructors will have a chance to operate the curriculum on sample student participants at each of the consortium locations. Feedback will be shared at a committee meeting by the end of 2017.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Community College Flex Days	Awareness and education for promotion of adult education	Staff in attendance
Adult Basic Education	Shared learning and professional development	Stipends dispersed for completion of certifications
Distance Education	More accessibility across county	People in attendance
Student Success	Increased Referrals and attendance	Successful completion of programs
Educational Submit	Attendance by all educational entities in the region to foster collaboration	People in attendance and who they represent
Local and regional adult education training and conferences	Training for new and returning staff on adult education best practices	Number of staff that attend conferences and trainings.

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.

Active communication with all stakeholders and community partner(s) will be of high importance to our student base. SADEC and its partners need to provide ample opportunity for learning, skill development, and overall collaborative efforts throughout our local community and overall countywide. We plan to leverage our resources across the Siskiyou Community College districts. Through basic skills initiatives, equity plans and the development of non-credit courses. We also participate with the college district to utilize video conferencing equipment; this allows the district to receive a USDA grant for updating infrastructure to deliver course work to vast areas throughout Siskiyou County including Tulelake. SADEC plans to have many more collaborations in an apprenticeship program grant received by the Career and Technical Education program of College of the Siskiyous. SADEC hopes to keep collaborating with new partners to offer support and a strong foundation to build a comprehensive adult education program.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
In Progress, inclusion on Job Task Force	Siskiyou Training and Employment Program	Job Readiness Skills, Case Management, links to internships	Develop a more comprehensive internship/apprenticeship program	Partners and Customer participation
Partnership in progress; Siskiyou County library system	Siskiyou county Public Libraries	Clients referrals/ Facilities	Diversify education location and services for goal completion	Partners and Customer participation
Partnership in process; Department of Rehab	Yreka office of rehab CA Dept. of Vocational Rehabilitation	Clients referrals	More adult learners trying to re-enter workforce	Partners and Client participation
Partnership in process: WIC	WIC office	Client referrals and collaboration of education classes for nutrient	More adult learner obtaining GED or high school diploma or re-entering the workforce after have a child	Partners and Client participation
Partnership in progress, expansion to all areas	Cal WORKs	Wrap-around student support	More adult learners trying to re-enter workforce	Partners and Customer participation
Outreach, inclusion on Task Force	Far Northern Regional Center	Wrap-around student support	More adult learners	Partners and Customer participation
Partnership in process, inclusion on Task Force	County of Siskiyou Public Health Department	Wrap-around student support	More adult learners	Partners and Customer participation
Day reporting center, County Jail & juvenile detention facility Outreach, inclusion on Task Force	AB 109 Service Providers	AB 109 Service Providers	Job Readiness Skills, Case Management, links to internship, GED and high school Diploma completion	Partners and Customer participation

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.