

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 |
|-------------------------|------------------|
| 15-328-014 | 16 Feather River |

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 |
|-----------------|---------------------------|----------------|------------------|
| Crespin, Pamela | Director, Adult Education | (530) 283-0202 | pcrespin@frc.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 |
|----------------|-------------------------|----------------|------------------|
| Scoubes, James | Chief Financial Officer | (530) 283-0202 | jscoubes@frc.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 |
|------------------|--|----------------|---------------------------|------------|
| Crespin, Pamela | Feather River Community College District | (530) 283-0202 | pcrespin@frc.edu | 02/23/2016 |
| Oestreich, Terry | Plumas County Office of Education | (530) 283-6500 | toestreich@pcoe.k12.ca.us | 10/23/2015 |
| Lerch, Derek | Feather River Community College District | (530) 283-0202 | dlerch@frc.edu | 10/21/2015 |

Governance Plan

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

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

- ☐ Yes
☒ No

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

 [Download Governance Plan Template](#)

Organizational Chart

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



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

- ☒ Yes
☐ No

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

[201617consortiumorganizationalchart.jpg](#)

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.

Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant?

The Feather River Adult Education (AE) Director, who oversees the financial aspects of the grant, is housed at Feather River College (FRC), the Consortium's fiscal agent. This arrangement enables the AE program to utilize FRC's business and financial systems to process and manage the Consortium's AEBG funding, while also ensuring that all required fiscal checks and balances are in place, including monitoring of all transactions by FRC's Chief Accountant.

How are you rolling up grant expenditures to certify and report to the State?

As the Consortium's fiscal agent, the Feather River College (FRC) Business Office assists in the fiscal administration of the entire grant. The Adult Education Program is assigned distinct fund accounting numbers (for each year of funding), which enables the program director to process all of the program's financial projections and expenditures through FRC's fiscal system. Additionally, this arrangement guarantees that FRC's CFO certifies all financial reports before they are submitted to the state.

How will you be able to break out budgets and expenditures by member, by object code, by program, and by objective?

The Adult Education Director has developed a separate budget tracking system that balances to the FRC ledgers and also itemizes all of the program's budget projections and costs by project and object code. Additionally, each project and its budget is linked to the Consortium's objectives and WIOA's seven Program Areas and seven Performance Measures.


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 |
|--|------------------|
|  Plumas Unified School District | \$0 |
|  Plumas County Office of Education | \$0 |
|  Feather River Community College District | \$773,016 |
| Total | \$773,016 |

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.

In October 2015, the Feather River Adult Education Consortium (FRAEC) submitted a three-year plan with the following goals:

- Develop a funding plan that addresses the gaps in services identified during the AB86/AB104 collaborative process.
- Promote completion of high school diploma and/or equivalency among adults in the region.
- Strengthen the local field of workforce and life skills preparation available to adult learners.

Soon after, FRAEC began using its 2015-16 Adult Education Block Grant (AEBG) allocation to address the needs and gaps that were identified in its Regional Comprehensive Plan. The initial years of FRAEC's existence (2014-15, 2015-16) turned out to be an intense learning period, during which we shared an extreme and sometimes painful learning curve with the community based organizations (CBOs) we funded to help provide adult education services.

Under AB86 and the early portion of AB104, the community came together in a genuinely collaborate and successful effort to identify the region's gaps in service and to develop a program to address them. However, due to the turn-over of people who initiated the AEBG process in this region, the Request for Application development and process lacked some important information. Consequently, the funded applications missed some crucial requirements. Examples include the Performance Measures in "AEBG Measures of Effectiveness" and restrictions in "Allowable Uses of AB104 Adult Education Block Grant." Moreover, insufficient consideration was given to the creation of a truly integrated educational system, and the program was launched without the necessary mechanisms to institute an integrated system.

Our awareness of these shortcomings grew after the hire of a program director, who began identifying and correcting programmatic oversights in the CBOs' projects. Now, with the additional funding provided for Data and Accountability, FRAEC and its CBO providers have the resources (and the hard earned knowledge) to begin year two (2016-17) with a strategic plan that will institutionalize an integrated and comprehensive adult education program in Plumas County. By the end of this fiscal year, we anticipate having a community-based system that provides more seamless pathways for our adult learners; a common curricula that follows established guidelines and best practices; and rigorous data collection and reporting that align with WIOA's requirements.

We see three foci for 2016-17. First, in pursuit of our three-year plan, the CBOs that received 2015-16 AEBG funding will continue to provide AL support and instructional services to the region's adult learners.

Second, the CBOs with 2016-17 AEBG funding will expand existing and/or add new services. The next focus is to transform our strategic plan into reality, and we've contracted two knowledgeable, dedicated and enthusiastic CBOs to help make that happen.

The third area is based on our larger community's strong desire to promote greater understanding of the challenges and opportunities associated with adult education in a remote and sparsely populated area. So, in order to contribute to policy development that guides the successful transformation of adult education in rural California, FRAEC will intensify its effort to share our experiences, challenges and successes with the AEBG office.

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 |
|---|--|---|
| 20,000 Lives | Collaborative community/public group | Meets quarterly and creates work groups that address community needs on which members of the work group are already working. Aligns tasks of many to achieve goals more efficiently, with fewer resources and less overlap. |
| Alliance for Workforce Development | Regional nonprofit CBO | Workforce development and human resource services. |
| Alternative Sentencing Program | Program in Plumas County Jail | Assists offenders to re-enter the community and reduce recidivism. |
| Board of Supervisors | County agency | Oversees the management of county government and many special districts including Flood Control, the Community Development Commission, lighting districts, county service areas, and sewer maintenance districts. The five supervisors are elected by constituencies of each district, serving all citizens of Plumas County during a four-year term. The Clerk of the Board of Supervisors provides support to the Board of Supervisors and information to the public. |
| California Department of Rehabilitation | State agency | Services include mobility evaluation, disability services, assistive technology, independent living, business enterprises, workforce development, social security work incentives |
| Eastern Plumas Chamber of Commerce | Local organization or network of businesses. | Improve economic and educational health; fosters business development and prosperity. |
| Environmental Alternatives | Regional Nonprofit CBO | Traditional housing program for youth 18 to 21 years of age. |
| Feather Publishing Co., Inc. | Newspaper Publisher | Prints six newspapers and publishes them on the web, which together cover the entire county; commercial printing. |
| Independent Living Program | County social service agency | Assists youth placed in the foster care system to transition into independent living. Provides education and support transitioning from placement into independent; youth 15.5 to 21 years. |
| KQNY 91.9 | Community radio station | Broadcasts Plumas community news (radio and streaming) |
| Long Valley Charter School | Local Educational Agency | Provides a hybrid model of education, offering both a classroom based facility for Preschool-8 students and a K-12 blended personalized learning program. |
| Mountain Circle Family Services, Inc. | Regional non-profit CBO | Ensures stability and life sustaining changes for foster, adoptive and transitioning children and young adults. |
| NoRTEC | Consortium | Partner of America's Job Center of California network. Consortium of eleven Northern California Counties established to address the needs of job seekers and businesses in the region. |
| Plumas Charter School | Accredited, personalized learning school. | Variety of personalized K-12 curriculum and instruction: a selection of state-approved textbooks; classes; tutoring; online courses; literature and original sources; and customized combinations of the above. |
| Plumas County Alcohol & Drug Education Services | County social service agency | Substance abuse prevention and treatment services: outpatient, prenatal, targeted youth, children of addicted parents. |
| Plumas County Child Support | County agency | Promotes well-being of children and self-sufficiency of families by delivering services that help both parents and meet the needs of their children: establish paternity and child and medical support orders; enforce support orders; locate non-custodial parents; collect and distribute child support payments. |
| Plumas County Department of Social Services | County social service agency | Administers county, state and federal benefits, including public guardianship, in-home support, child and adult protective, welfare-to-work, foster care, CalWorks, CalFresh, Medi-Cal, general assistance and county medication services. |

| Partner Name | Partner Type | Core Services |
|---|---|--|
| Plumas County Literacy Program | Affiliated with CA Library Literacy Services | Basic education programs to adults and specialized services to children. |
| Plumas County Mental Health | County social service agency | Variety of adult and children's outpatient mental health services at regionally located sites: individual, family and couples therapy, medication evaluation and prescribing, coordinated case management, psychiatric nursing. |
| Plumas County Probation Department | County agency | Minimizes the impact of crimes by providing professional services to the courts, offenders and victims. |
| Plumas County Public Health Agency | County social service agency | Provides information and assistance about health topics; referral information to health-related county resources; assistance navigating health insurance and access to medical care. |
| Plumas County Sheriff's Office | County agency | Provides law enforcement, public order, care and custody of prisoners, and coroner's services. |
| Plumas Crisis Intervention Resource Center | State designated rape crisis center; belongs to the CA Family Association of Resource Centers | Crisis call line; counseling; rape prevention; sexual assault services and support |
| Plumas Early Education and Child Care Counsel | Independent community collaborative | Established by the Plumas County Board of Supervisors to oversee the county's funding to strengthen families, provide intensive services to families at risk, and provide family support. Donations are used for min-grants for additional county projects and services. |
| Plumas Rural Services | Regional nonprofit CBO | Provides 90 community services, including services for disabled; alcohol and narcotics intervention; child care, preschool and after school; family violence; health education; legal and mental health; seniors; transportation and veterans. |
| United States Forest Services | National agency | Manages and protects national forests and grassland. Important source of internships and employment in Plumas County. |

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

The Plumas County Jail has a high rate of chronic offenders, who lack the education, technical and cognitive skills to succeed in the workforce. In 2013, to address the growing problem, the District Attorney's Office established the Alternative Sentencing Program (ASP).

With funds from AEBG 2015-16, FRAEC and ASP opened the extremely popular "Bridges to Mise En Place (MEP)" project, which provides hands-on culinary classes (with professional chefs) inside the jail. Adult Learners (AL) also take Serve Safe classes and begin the certification process.

By June, several student cohorts had completed fourteen weeks of classes. Upon his release, one inmate secured the position of line cook. Other students are gaining experience assisting the Feather River College (FRC) Culinary Program with prep work, cooking and baking for community events (e.g., "Dancing with the Stars" and the annual FRC horse sale).

ASP received 2016-17 funding for Mise En Place's expansion and opening additional CTE courses. To make that possible in the overcrowded jail, ASP will purchase a steel building with 2015-16 funds. By increasing the number of classrooms available, the jail's new adult education center will provide a more positive and safer learning environment—for increased numbers of inmates, instructors and correctional staff.

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.

Essentially starting from scratch, the Consortium has implemented the following programs:

Created the only GED testing site in Plumas County.

Two programs for incarcerated adults in County Jail:

1. Elementary and secondary basic skills and life-skills
2. CTE (culinary) program, with potential for employment after release

Trained jail staff in case management services

For young adults transitioning out of foster care: individualized planning; college and career support services; life-skills, safety-net services.

For K-12 staff and students' caregivers: shared Positive Behavior Intervention training to support school children's academic success.

For disabled adults, adaptive technology training. Service providers have been trained in vocational training for disabled and the Autism Spectrum Disorder.

For adults (re)entering the workforce or seeking higher wages:

- Individualized workforce preparation and instruction, including addressing personal obstacles.
- Experiential opportunities in child care and development: Mentoring, coaching and support encourages adults to complete a certificate and gain lasting employment.
- Computer center with high-speed internet access in eastern Plumas County, including free transportation to the center.
- Basic and intermediate computer classes.
- Classes in life- and soft-skills for the workplace.
- Mentor-mentee program that brings adult learners together with employers in work-based agreements, with the potential for employment.

Since no funded adult education program existed in Plumas County, within recent memory, the FRAEC program is being constructed from scratch. Without the internal infrastructures in place to deliver all of the services itself, FRAEC selected to "outsource" the development and delivery of services, by contracting and funding regional CBOs that were providing or could utilize their existing capacity to provide the services and instruction that were eligible for AEBG funding.

Although leveraging community capacity is a good model, some deficiencies arose when our regional plan was implemented without any mechanisms in place to fully integrate or institute the fifteen approved projects--submitted by eleven CBOs--into a coherent program. Examples include no access to a relational database for compiling and analyzing AL data and no common systems or instruments for vetting curricula and instructors; enrolling and assessing ALs; developing individualized AL case files (with customized education/employment plans); or tracking AL progress.

As mentioned in the Executive Summary, other challenges were related to the turnover of staff who initiated the AEBG grant application process, followed by a period before the program director was hired. Consequently, during this interim period, the RFA proceeded without inclusion of some important AEBG guidelines.

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.

We have experienced significant progress toward our Three-Year Consortia Plan's top three goals to (1) address gaps in service; (2) promote high school diplomas/equivalency and (3) strengthen workforce and life skills preparation.

Goal 1. For the first time in recent memory, Plumas has an Adult Education Program that provides them with free access to the variety of services described above ("Levels and Types of Services").

Goal 2. Elementary and basic skills are now available to incarcerated adult learners (AL), non-WIOA-compliant ALs, and eligible young adults in and transitioning out of foster care. Intense, individualized workforce and life skills preparation is happening with all of these populations. And a GED test site is now available in Plumas.

Goal 3. Workforce and life skills preparation is also occurring in other programs. For example, the mentor-mentee program, the program for child care and development workers, and the jail-based CTE program, all of which have already led to jobs. Disabled ALs now can receive adaptive technology training, and service providers are now trained to develop and deliver vocational curriculum for them. Other AL classes include computer skills, soft skills for the workplace, and Positive Behavior Intervention for staff and parents of elementary/secondary school children.

We have faced challenges meeting specific aspects of our 2015-16 Annual Plan:

- AL ASSESSMENT: Neither Get Focused Stay Focused planning curriculum or Keirsey assessment were implemented. However we are implementing a strategic restructuring plan, which includes research and selection of intake and assessment instruments with which to enroll all of our AL participants and develop individualized case files that include customized educational/employment plans. The Incarcerated Students Program has not provided in-jail faculty to teach elementary and secondary courses or the proposed e-reader program. However, distance learning courses are available to achieve this goal.

- **DATA TRACKING:** Currently, data tracking for ALs receiving services through CBOs is achieved manually. However, our restructuring plan includes the use of relational databases that, in addition to other features, will enable us to track AL data and progress through the adult education program and into the workforce.
- **EDUCATIONAL PATHWAYS:** We will utilize a database to build our library of AL support services, instructional courses, instructors and outcomes (e.g., certificates) that are aligned with AEBG guidelines and articulated pathways to postsecondary education or the workforce.
- **ACCELERATION:** Although not yet incorporated, plans are underway to include 21st Century Soft Skills courses in our library of instructional courses.

Section 3: Consortium Expenditures by Program Area and Objective

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

| 2015 - 16 Expenditures | | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | |
|--|------------|------------------------|------------|------------|------------------------|------------|----------|--------------------------------|------------|---------------|------------|------------|-------------------|---------------------|------------|
| Program Areas | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | | | | | | | | | |
| 3.1a Adult education (ABE, ASE, Basic Skills) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1b English as a second language | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1c Pre-apprenticeship training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1d Career and technical training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1e Adults training to support child school success | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1f Older adults in the workforce | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3.1g Services to adults with disabilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Objectives | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | | | | | | | | | |
| 5.1a Obj. 3: Seamless Transition | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1b Obj. 4: Gaps in Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1c Obj. 5: Accelerated Learning | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1d Obj. 6: Professional Development | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5.1e Obj. 7: Leveraging Structures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Object Code | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | | | | | | | | | |
| 1000 Instructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2000 Noninstructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3000 Employee Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4000 Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5000 Other Operating Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6000 Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7000 Other Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Indirect / Administration | \$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 |

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single 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.

[fraecexpenditures201617annualplan080816.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.

As mentioned ("Regional Needs"), our program was implemented without the proposed tools for assessing and tracking ALs. Consequently, ALs currently access services at different CBOs, each of which uses its own tools and processes. Without an integrated system, tracking ALs at a macro level is not possible.

With the goal of instituting a Plumas Adult Education "School System," FRAEC created and recently implemented a major restructuring plan. There are three basic components, all of which involve instituting common (i.e., program-wide) procedures, processes, instruments and outcomes that align with AEBG requirements:

1. ADULT LEARNER (AL) ENROLLMENT
 - A. Data collection (e.g., demographics, history, academic indicators)
 - B. Assessment
 - C. Case file
 - D. Individualized Education and Employment Plan
 - E. Upload/input AL information into databases
2. AL SERVICES, SUPPORT & INSTRUCTION
 - A. Regional AL Support Coordinator (WIOA competent)
 - B. Service and support network
 - C. Approved curricula
 - D. Approved instructors
 - E. Industry recognized outcomes
3. RELATIONAL DATABASES: AL TRACKING & DATA COLLECTION
 - A. AL progress tracking
 - B. WIOA database: single-entry data gathering, analysis and reporting
 - C. Stakeholder database: multi-entry and multi-purpose

The Data and Accountability funding enabled us to implement this plan in July 2016, beginning with research (best practices, vendors, instruments, curricula, requirements, etc.)

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 |
|---------|------------------------------------|--|
| Apricot | Social Solutions | Multi-entry case management software |
| CalJobs | Alliance for Workforce Development | California system that we will use as a single-entry, collection and reporting database for WIOA-aligned AL data |
| Relias | Deloitte Inc. | Online training, continuation and professional development courses |

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?

Per the Three-Year and Year 1 (15-16) plans, FRAEC's Program Director developed a plan to assure that funded CBOs collect uniform data for analysis and reporting. This involved the development and distribution of tools, deadlines and procedures. Training was also provided.

Included are (non-electronic) tools for AL intake (data collection); tracking and reporting of expenditures (compared to budget projections); progress toward fulfilling the scope of work and projected outcomes; and reporting quantitative data (actual achieved) on projected AL enrollment in Program Areas and AL outcomes in Performance Measures.

Without access to a relational data base, the Program Director is inputting these data, collected from each funded CBO, into an excel database. As suggested in the Three-Year Plan, the Program Director has accessed the National Reporting System for Adult Education (NRS) for information related to data collection.

While effective, the current data tracking system is overly labor-intensive, as well as extremely limited in its ability to produce custom and nuanced reports. Moreover, it is not a realistic system for the macro-level tracking of ALs within the program. As a result, FRAEC is investing in the development of relational databases, which will greatly expand the Consortium's data and accountability capabilities.

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 |
|---------|------------------------------------|--|
| Apricot | Social Solutions | Multi-entry case management software |
| CalJobs | Alliance for Workforce Development | California system that we will use as a single-entry, collection and reporting database for WIOA-aligned AL data |
| Relias | Deloitte Inc. | Online training, continuation and professional development courses |

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.

Our funded CBOs established a range of needed services, and a manual system was established for tracking the CBOs' actuals versus projections: budgets, scopes of work, and adult learner participation in program areas and performance measures. However, as previously explained, there was lack of continuity between program planning and implementation that resulted in a nonintegrated collection of services.

We are resolved to correct that omission, and by the end of the 2016-17 FY, FRAEC anticipates having an Adult Education "School System," with common enrollment and assessment practices; embedded AL support; approved curricula and instructors; articulated pathways and individualized plans to postsecondary education and employment; and a rigorous AL tracking, data collection and reporting that align with WIOA's requirements.

To achieve this ambitious goal, we have developed a three-prong restructuring plan (see (Section 4; "Regional Assessment Plan Updates"). We believe that the key to this plan's success and sustainability is that the research, planning and implementation are being performed by members of the community. We've already assembled a core group of dedicated and highly competent community members, who will be further supported by community-based think tanks and as required, by professionals to provide competencies not available within the community.

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 |
|--|---|--|
| (1) AL Enrollment & Assessment Project: A. Develop common enrollment, assessment, and case file instruments and practices (7-1-16 thru 9-31-16). // B. Develop and implement guidelines to quantify and track progress in individualized AL education and employment plans (7-1-16 thru 9-31-16). | Increased integration with a system of common forms, instruments, practices and procedures throughout our Adult Education "School System." Every AL who is enrolled and assessed will receive an individualized education and employment plan. | Increased numbers of adult learners who enroll in the program. Increased rates of AL' progress through individualized education/employment plans, including transitions across service providers (CBOs) |
| 2) AL Services, Support and Instruction: A. Hire (WIOA competent) Regional AL Support Coordinator (8-31-16). // B. Establish Community Work Groups to fine-tune and implement the restructuring plan (9-31-16 thru 11-1-16). // C. Research and develop a library of approved curricula (9-1-16 thru 5-31-17). // D. Research and implement requirements for approved instructors (9-1-16 thru 5-31-17). // E. Research and incorporate industry recognized outcomes, e.g., certificates (9-1-16 thru 5-31-17). // | Increased integration with a system of approved services and instruction that align with AEBG guidelines and State requirements and regulations. | Quantifiable and increasing rates of AL retention and progress toward performance measures (goals). Quantifiable increases in employers' interest and participation in the program. Increased attainment rates of employment and/or higher wages by adult learners. |
| (3) Relational Databases: AL Tracking & Data Collection: A. Modify CALJOBS data base for FRAEC's WIOA-based input and reporting to AEBG (7-1-16 thru 9-31-16). // B. Research and devise plan for multi-entry and multi-purpose stakeholder database (9-1-16 thru 11-31-16). // C. Modify data base (12-1-16 thru 2-28-17). // D. Begin ongoing data input and provide access to stakeholders (2-28-17). // | Increased integration with the ability to track ALs' progress through their individualized education/employment plans. Ability to input and analyze data and create complex and nuanced reports, including those required by the AEBG. Increased integration of stakeholders with the ability to access data and reports in a manner that could support the growth and sustainability of the FRAEC program. | Increasing rates of AL retention and progress toward their goals (performance measures). Improved data collection, analysis and reporting protocols. More accurate and comprehensive reporting to AEBG. Variety of key stakeholders--including potential employers, funders and ALs--access the multi-entry database. Increased numbers of adult learners who enroll in the program. Increased attainment rates of employment and/or higher wages by adult learners. Increased rates of ALs' progress through individualized education/employment plans, including transitions across service providers (CBOs) |

Objective 4: Gaps in Services

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

In 2015-16, FRAEC's program increased services and began closing gaps in the Program Areas. An exception is preapprenticeship training, because Plumas County has no State-recognized apprenticeship programs.

Activities in the Core Program Areas follow:

- **Elementary and Secondary Basic Skills:** In addition to serving approximately 230 Basic Skills ALs, FRC is opening the county's only GED test site. Additionally, 4 of the CBO projects funded by FRAEC are providing services/instruction in this area, including 1 project for inmates and 1 for transitioning foster adults.
- **Nearly 530 students** took CTE courses at FRC. These were, however, for-credit. One funded CBO offered a course designated as CTE.
- **PUSD offers ESL courses**, which are also available on a limited basis through the Literacy Program (not funded by FRAEC). There are relatively lower rates of foreign born residents (4.8%) and homes in which a language besides English is spoken (9.6%), plus higher rates of "white" residents (90.6%) in Plumas County. Together, these factors may explain the limited access to ESL in Plumas.

Following are the number of projects addressing the remaining Program Areas:

- **(Re)entry:** 5
- **Adults training to support child school success:** 2
- **Adults with disabilities:** 1

Objective 4 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|--|--|
| Beginning with the core program areas, track enrollment in services/instruction in different areas of the County | Have the data necessary to develop a plan | Increased enrollment in services/instruction in the core program area by adult learners residing outside of Quincy (i.e., in less populated geographic areas in Plumas County). |
| Identify the common (external) barriers adult learners face when attempting to access services/instruction, such as transportation and child care. | Have the data necessary to develop a plan | Increased enrollment in services/instruction in the core program area by adult learners residing outside of Quincy (i.e., in less populated geographic areas in Plumas County). |
| Devise a plan to provide services/instruction or access to services/instruction (in core program areas) throughout the county | Have a viable plan for providing services/instruction in the core program areas | Increased enrollment in services/instruction in the core program area by adult learners residing outside of Quincy (i.e., in less populated geographic areas in Plumas County). |
| Implement the plan in 2017-18 | Expand access to services/instruction in core program areas throughout Plumas County | Increased enrollment in services/instruction in the core program areas by adult learners residing outside of Quincy (i.e., in less populated geographic areas in Plumas County). |

Objective 5: Acceleration

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

Examples of project incorporating Acceleration tenets:

Tenets: Students learn faster and comprehend more when they have PRIOR KNOWLEDGE of given concepts and acquired the VOCABULARY before the BASIC SKILLS are CONNECTED TO THE CORE CLASS and application of the knowledge (hands-on) is immediate and within a peer environment (PACING & DIRECTION).

ASP's short-term CTE program "Mise En Place" for adult learners in the county jail incorporates these tenets. First, ALs learn culinary techniques and vocabulary in online distance education classes, which they immediately apply with their peers in a fully equipped kitchen in the jail. Upon release, two inmates obtained culinary jobs.

Tenets: BASIC SKILLS are selected based on RELEVANCE and immediately applied within the relevant context.

Eastern Plumas Chamber of Commerce's Adult Learner (AL) Mentor-Mentee Program brings together employers and ALs in work-based learning relationships. Two mentees have obtained jobs with their mentors.

Tenets: ASSESSMENT yields immediate feedback and includes ongoing data collection of student progress; SELF-EFFICACY develops in cooperative, safe learning environments.

AFWD "Workforce Preparation Solutions" and PCIRC's "Foster Youth Success" provide extensive and comprehensive assessment and case management, with individualized planning and services. ALs are supported to acquire life skills and address personal obstacles to employment.

Objective 5 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|--|--|
| A. Research literature on Acceleration; identify key strategies for incorporation into existing and planned services and courses (9-1-16 thru 10-31-16) // B. Provide training (professional development) in Acceleration to CBO key staff and course instructors (1-1-17 thru 2-28-17). C. Add Acceleration strategies to existing and new services and courses (1-1-17 thru 5-31-17). // D. Develop criteria and tools to effectively track ALs' rates of progress, retention and completion (11-1-16 thru 1-31-17.). // | Institute acceleration strategies throughout our services and our (planned) library of approved courses. | Acceleration in the rate of ALs' progress through their individualized education/employment plans Increased rates of AL retention and completion of education/employment plans. |

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.

In 2015-16, the requirement for shared professional development was not communicated to grant applicants, and budgets that included professional development for internal staff were approved. Consequently, development was limited to CBOs' internal staff: Plumas Rural Services was funded for internal capacity building in Autism, Adaptive Technology and Relias Online Training for the Disabled, and staff Anger Management Certification; and the Coalition for Youth Conference was attended by Plumas Crisis Intervention and Resources Center staff. One exception is Autism Master Class training, which PRS offered to community service providers.

In the 2016-17, a small budget was set aside for shared professional development by external vendors. Additionally, the following shared training activities will be provided by CBO staff members who have expertise in these areas:

- WIOA intake process, case management, participant files, reporting and performance measures. By the Alliance for Workforce Development
- Common forms and procedures to enroll, service and process participants. Monthly data input, analysis and reporting; tracking participant progress. By the WIOA-proficient Regional Student Support Coordinator.
- Developing and implementing the defined curriculum and performance measures; creating occupational classrooms; aligning curricula with AEBG guidelines and State requirements; stakeholder set-up and access for Apricot. By Mountain Circle Family Services, Inc.

Objective 6 Activities

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| A. Survey CBOs and other key stakeholders to assess the most pertinent and timely of their professional development needs (10-1-16 thru 11-31-16). // B. Develop a schedule of shared professional development training to begin February 2017, and to include instruction in accelerated teaching and learning strategies (12-1-16 thru 1/31/17). // | Increased integration of our Adult Education "School System" through a series of shared professional development opportunities. Increased competencies in training topics. | Level of stakeholders' participation in the survey and the shared professional development activities. Pre- and post-assessments of attendees competence in the topics. Increased rates of adult learners' progress in areas that correlate to the training topics. |

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.

The Feather River Adult Education Consortium's program model is grounded in leveraging community resources. In addition to the CBOs that provide the services and instruction, we are outreaching to and leveraging resources from many other community organizations and members (as the list in "Stakeholder Engagement" suggests). Combined, our stakeholders can provide the county-wide infrastructure with which to deliver services to all Plumas adult learners. Plus, they are essential sources of professional expertise, local and institutional knowledge, professional and personal networks, dedication to their community's educational and economic success and the entrepreneurial spirit and enthusiasm that are crucial to our Adult Education "School System's" success and sustainability.

For these reasons, we suggest that FRAEC could become an important model for California's Adult Education in a remote and sparsely populated region.

In 2016-17, we will further integrate and institute our community-based model, in large part by establishing ongoing work groups and think tanks that will implement the three-part restructuring program. Another challenge to be addressed through outreach and leveraging is the apparent lack of employment opportunities in Plumas County, especially during winter months.

Objective 7 Activities

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

| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|---|---|--|---|--|
| 1. Restructuring Plan: A. Establish community work groups that will implement separate parts of the restructuring plan (7-1-16 thru 8-31-16). // B. Work groups will establish their Think Tanks (8-31-16 thru 9-31-16). // | To date, Alliance for Workforce Development and Mountain Circle Family Services, Inc., are work group members. Others have expressed interest and more will be recruited. | Contributions align with the restructuring plan (please see "Objective 3: Integration and Seamless Transition"). | Community Work Groups implement separate parts of the restructuring plan. Additional resources, input, recommendations and support are available to Community Work Groups. | Crucial components of the restructuring plan are completed, including increased program integration. Increased numbers of community members have participated in the program. |
| 2. Economic and Workforce Development: A. Develop a plan to engage with employers and economic and workforce development organizations (11-1-16 thru 11-31-16). // B. Implement plan (1-1-17 thru 6-30-17 and beyond). // | TBD | TBD | Engage with employers and employer groups. Engage with and/or join networks and consortia that are addressing regional economic and workforce development. | Quantifiable networking activity (e.g., meetings, memberships acquired) and tangible contributions to the dialogues (e.g., presentations, reports, white papers). |

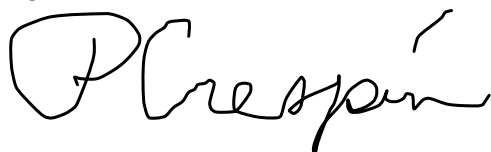
Section 5: Annual Plan Submission

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.