

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
15-328-18	22 Imperial

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
Mazon, April	Consortium Lead Coordinator	(760) 312-6108	april.mazon@icoe.org

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, Damon	Chief Business Officer	(760) 312-6134	damon.smith@icoe.org

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
Fox, Rauna	San Pasqual Valley Unified School District	(760) 572-0222	rfox@spvUSD.org	07/12/2016
Ruiz, Celso	Holtville Unified School District	(760) 356-2974	celso@husd.net	10/15/2015
Ruvalcaba, Rogelio	Imperial Unified School District	(760) 355-3200	rRuvalcaba@imperialUSD.org	10/15/2015
Jaime, Victor	Imperial Community College District	(760) 355-6219	victor.jaime@imperial.edu	10/21/2015
Brooke, Amanda	Imperial County Office of Education	(760) 312-6581	amanda.brooke@icoe.org	10/12/2015
Montano, Renato	Central Union High School District	(760) 336-4516	rmontano@cuhSD.net	10/13/2015
Kline, Douglas	Calipatria Unified School District	(760) 348-2151	dkline@calipat.com	11/09/2015
Ambriz, Maria	Calexico Unified School District	(760) 768-3800	mambriz@calexico.k12.ca.us	10/08/2015
Canalez, Simon	Brawley Union High School District	(760) 312-6085	scanalez@brawleyhigh.org	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.

 [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.

As the fiscal agent, Imperial County Office of Education is managing grant expenditures for each member district on a reimbursement system. Consortium members are asked to submit for reimbursement on expenditures on a quarterly basis. For reporting purposes, we created an expenditure/reimbursement template and ask each member district to complete it when submitting for reimbursement. Once received, our fiscal manager inputs each budget onto the State required form and rolls up expenditures for 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

As the fiscal agent, funds will be disbursed to member districts on a monthly basis. A Memorandum of Understanding (MOU) has been established with each member district for the amount of their Consortium allocation. Each member district assumes the responsibility of monitoring their own activities and providing the Fiscal Agent with all necessary information that the Fiscal Agent shall require in order to fulfill the responsibilities of State reporting.

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
San Pasqual Valley Unified School District	\$31,834
Imperial Unified School District	\$17,759
Holtville Unified School District	\$166,774
Central Union High School District	\$592,905
Calipatria Unified School District	\$27,900
Calexico Unified School District	\$261,128
Brawley Union High School District	\$68,035
Imperial County Office of Education	\$680,322
Imperial Community College District	\$0
Total	\$1,846,657

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 first year of the Adult Education Block Grant served as an opportunity for our Imperial County Adult Education Consortium (AEC) Members to work together and set common goals. This first year also allowed for the Consortium members to meet regularly and have dialogue about where their efforts as a County would be most effective. The AEC has begun to evolve as a whole and augment Adult Education service areas in the Imperial County.

As a result of the collaboration of the Consortium members, the AEC has successfully made budgetary decisions to support and augment each district member's Adult Education Programs. The Consortium has accomplished the following, in it's first year's efforts:

- Developed a Governance Plan and Structure for decision making
- Agreed upon an allocation formula to allocate funds to each Consortium Member;
- Agreed to fund start up costs for districts without a program and with minimal resources for adult education services to augment those services in areas of needs and where gaps in services are present;
- Began marketing their collective adult education efforts by creating a new logo featuring their Consortium name, Adult Education Consortium "AEC" with a tagline of: "Enroll, Educate and Employ";
- Surveyed their Adult Education teachers and used that data to compose a professional development schedule to further develop the skills of their school site staff/instructors;
- Hired and trained new staff;
- Invested funds on enhancing technology at their program sites;
- Established new partnerships including working with the Imperial County Jail to service incarcerated adults and enhance literacy services in the Imperial County by partnering with the Imperial County Library.
- Hired two Student Success Specialists to begin the efforts of providing support to Adult Learners and provide services that will bridge their learning to the workforce and college and career readiness.

In sum, the Imperial County Adult Education Consortium members are ensuring that adult education services are broadened to all areas of the county and streamline services to allow for seamless transitions across adult schools in the county, community college and into the workforce. The goal and vision is to educate the adult learners in the county and provide resources for them to enter the workforce, enhance their current skills and better prepare them in seeking vocational training or a college education. By the end of 2016/17 the AEC will have adult education services offered in all nine, member district areas, will be tracking student progress/success via the ASAP Tracking System, have two Student Success Specialist assisting with creating a pathway to the workforce and community college and expand services to smaller cities within the larger areas of the county. The AEC is currently focusing adult education efforts on five of the seven program areas.

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
Imperial County CalWORKs Department	Resource and Referral	Collaborate with member districts to inform and refer adult learners to programs and services. Client/student placement into appropriate programs and classes.
Imperial County Library Literacy Coalition	Service Provider	Provide adult literacy services for those who do not qualify for adult education program or prefer a varied pace. Develop a streamlined referral process between neighboring adult education programs. Provide access to electronic resources including a subscription to online training, learning software for differently-abled adults, citizenship and ESL resources. Connection to the library's family literacy program.
Imperial County Sheriff's Office	Service Provider	Provide Adult Education services for incarcerated adults in the Imperial County.
Imperial County Workforce Development Board	Resource and Referral	Collaborate with member districts to inform and refer adult learners to programs and services. Client/student placement into appropriate programs and classes.
Imperial Valley Regional Occupational Program	Resource and Referral	Core services to be determined as Consortium efforts evolve.

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

One promising practice that emerged as a result of the Consortium's partnership with the Imperial County Library Literacy Coalition is the connection to the library's family literacy program. Through this partnership the Imperial County Free Library is able to provide adult literacy services for those adults who prefer a varied pace. As services in this area begin to increase, the development of a streamlined referral process between neighboring adult education programs will enable the library to refer students to the adult schools in the county to continue their education. This partnership also gives adult learners in the county access to electronic resources including a subscription to online training, learning software for differently-abled adults, citizenship and ESL resources.

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.

Throughout this first year, Consortium members met regularly in a public meeting to discuss plans for expansion of services and were able to move forward with re-establishing services in member districts that had limited or no adult education programs in place. As a result of this collaboration, the Consortium successfully made budgetary decisions to support and augment each member district's Adult Education Programs. The Consortium can successfully report that each of the nine member districts now have a plan and are moving forward with their programs to expand services to adult learners county-wide.

One of the major challenges this first year was moving forward with implementation so late in the year. A few of the new Consortium member districts had to purchase new materials and hire new teachers and staff to begin offering classes and start their programs. Many of these efforts did not occur until mid to late Spring. Calipatria Unified School District is expected to start their new adult education program in the Fall of 2016.

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 developed a survey that was administered to their Adult Education Teachers in the early Spring of 2015/16. Based on the responses of the survey, the Consortium had a discussion about what topics should be followed up on with professional development for their teachers. Furthermore, the Consortium developed a professional development calendar

for 2016/17 and contracted the Imperial County Office of Education to provide ongoing professional development to the adult education teachers working under the efforts of AEBG. These professional development trainings will be focused on topics pertaining to the AEBG program areas. Additionally, other professional development opportunities will be offered as opportunities arise.

One of the challenges was moving forward with implementation so late in the year. For this reason, a professional development calendar was created and the Consortium plans to follow the scheduled trainings for year two.

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

Key
 ▼ = Under
 ▲ = Over

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

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

[aebg_consortiumexpenditures_160701_r1.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.

With the adoption of the ASAP System, the Consortium will be able to track student progress and outcomes. Student academic information can be tracked and shared across adult education schools in the county. With the assistance of the

two Student Success Specialists, students will be assessed and placed in the appropriate classes based on their academic level and need. Four of the nine Consortium Member districts currently use CASAS to appraise and place students. As a result of our current and developing partnerships with the community college, workforce development, and the county library, students will be placed and referred as necessary to an Adult Education program offered by our Consortium.

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
ASAP Student Tracking System	ASAP Systems	All daily class data will be collected utilizing the ASAP software.
Career And Technology Education Management Application (CATEMA)	CATEMA	Used for tracking students who take articulated and dual enrollment courses as well as those who receive credit by exam.
CASAS E-Tests & Paper Tests	CASAS	Used for placement and movement of adults in classes.
TOPS Enterprise software & online E-Tests	TOPS Enterprise	Performance assessment data will be collected.

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 enrollment and demographics will be tracked using the ASAP Student Tracking System. Student performance is also tracked using CASAS and ASAP. Additionally, the Consortium has hired two Student Success Specialists to meet with students, set academic goals and place them in the appropriate classes based on their academic level and need. Four of the nine Consortium Member districts currently use CASAS to appraise and place students. The Imperial Community College District uses CATEMA to track students.

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

Name	Vendor	Core Services
ASAP Student Tracking System	ASAP Student Tracking System	All daily class data will be collected utilizing the ASAP software.
Career And Technology Education Management Application (CATEMA)	CATEMA	Used for tracking students who take articulated and dual enrollment courses as well as those who receive credit by exam.
CASAS E-Tests & Paper Tests	CASAS	Used for placement and movement of adults in classes.
TOPS Enterprise Online E-Tests	TOPS Enterprise	Performance assessment data will be collected.

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The Consortium has hired two Student Success Specialists to meet with students, assess and place them in the appropriate classes based on their academic level and need. Along with these services mentioned, the Student Success Specialists will work with the adult learners to create a pathway that fits with their future goals and aspirations. At this time

the Consortium is working in partnership with the Imperial County CalWORKS Department, the Imperial County Free Library, the Imperial Valley Regional Occupational Program and the Imperial County Workforce Development Board to provide resource and referral services for adult learners.

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
Student Success Specialist Orientation & Presentations	Every student will have a plan in regards to their goals and a pathway to follow.	Using the 15/16 student data as a baseline the Consortium will conduct annual comparisons to determine progress and outcomes.
ESL Classes & Programs	Increased English literacy in adult learners.	Assessment and testing.

Objective 4: Gaps in Services

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

In 15/16 our top three activities focusing on addressing gaps in services were to expand and offer high school diploma courses, high school equivalency preparation and ESL courses to unserved areas in the Imperial County. A collaboration of services county-wide is necessary for expansion of services to continue. Our Consortium has re-established Adult Education services in Calipatria which was missing for the past ten years. The Consortium has established a partnership with the Imperial County Library to expand services in ESL moving forward in July of 2016. Multiple programs within the Consortium will utilize online distance learning and all members will seek to find ways of expanding their class offerings to remote areas that do not currently have accessibility to adult education. Transportation at some sites is also being implemented to provide additional support to those adults who are unable to reach a program site near them. Distance learning is also a service that is being explored. The Student Success Specialists will work with adult learners to explore post-secondary education and/or employment opportunities. Post-secondary exploration and guidance was a service that was very limited if offered to the adult learners in the Imperial County.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Hire & Train Teachers/Staff	Increased learning opportunities for adult learners.	Teacher hours, ASAP attendance records, number of students enrolled, completion rates and transition rates.
Purchase Curriculum for ESL & HSD/HSE	Increase student success and completion rates.	ASAP attendance reports and number of students successfully completing the HSD/HSE. Increase in students advancing in ESL levels. Utilization of CASAS/TOPs reports.
Hire & Train Teachers/Staff	Increase number of course offerings and programs available to adult learners. Increase number of adult learners enrolled in classes and programs.	ASAP attendance records, teacher/staff hours, number of students enrolled and completion/transition rates of adult learners.
Purchase ESL & HSD/HSE Curriculum	Successful completion of courses and passing of tests. Increase of student advancement in ESL levels.	Number of students successfully completing HSD/HSE and advancing in ESL levels. Analyzing ASAP attendance reports and CASAS/TOPs reports.
Add & Develop CTE Classes/Programs	Increase in CTE class/program enrollment. Increase in number of adult learners better prepared to enter the workforce. Increase in number of adult learners pursuing a career pathway and post-secondary education.	Number of students enrolled and number of students successfully completing CTE classes and programs.
Goal Setting with Student Success Specialists	More adult learners will be aware of their options and have a better sense of direction on what they want to do with their education and life.	Number of students successfully completing courses and transitioning to post-secondary education and/or workforce.
Offer ESL classes in remote areas/unserved areas	Adult Education classes and offerings in remote areas such as Seeley, Heber, Ocotillo, Niland and Westmorland.	Increase in student enrollment in these remote areas.

Objective 5: Acceleration

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

In 15/16 the Consortium focused on increasing English proficiency with ESL course offerings. Our Consortium has

expressed an interested and seen a need to offer different ESL leveled courses to assist our adult learners in obtaining their academic goals. Our Consortium is currently working towards offering different levels of ESL county-wide. This will enable adult learners to accelerate their progress towards their academic and career goals. With the assistance of the Student Success Specialists adult leaners will begin to set goals towards their future and have an academic plan to follow. This academic plan will be individually developed to meet the needs of each individual student leading them towards a pathway that will guide their progress and help them achieve their goals both academically and towards a career.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Offer Online Diploma & HSE Course	Adult learners will have increased access to courses on and off campus.	An increase in the number of units and or HS test completed. An increase in the use of diploma and HSE curriculum outside of traditional operating hours.
Offer HSE Testing & Hi-SET Testing	Increase HSE test participation by adding more testing sites ad continuing to offer the test at Brawley Union High School District, Central Union High School District, and the Imperial Community College District.	Increase in adult learners taking and passing the HSE test at local testing sites.
Enroll adult learners in CTE classes	Adult learners will work towards any state certification that will enable them to enter the workforce and obtain employment.	Increased number of adult learners participating in CTE classes and completing CTE programs.
Offer flexible enrollment for HSE & HSD students	More adult leaners will enroll in HSE & HSD courses thus completing their program and successfully attaining their academic and career goals.	Assessing the number of students enrolled in the program.
Offer leveled ESL courses	Students will be placed in appropriate levels of ESL and will have opportunities to move ahead as they improve in their current level of ESL. More students will be successful as the y move through the levels of ESL needed to complete their program.	Assessment of CASAS test scores, teacher observation and evaluation of student readiness and ability. Assessment of student success in varied levels of ESL.

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 surveying our Adult Education teachers, we found that they are eager and willing to participate in Professional Development. Our Consortium has developed a professional development training calendar that is to be implemented starting September of 2016 and will be ongoing until June of 2017. The Consortium has contracted the Imperial County Office of Education to provide ongoing professional development to the adult education teachers working under the Consortium. Additionally, for the first in the county, the Consortium is planning a one day AEBG adult education teacher summit which will bring all of the adult education teachers who are providing adult education under AEBG together in one room to discuss plans and share ideas of what they are currently doing in the classroom with their adult leaners. The goal of this one day AEBG teacher summit is to share strategies and build resources for the adult education teachers in the county. Additional professional development will be added as the need and opportunity arises.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Contract with ICOE for Adult Education Teacher Professional Development	Adult Ed staff will participate in relevant professional development opportunities as the need arises. Teachers implement instructional strategy into their programs to enhance learning.	Conduct teacher observations to ensure implementation of best practices.
Opportunities to attend conferences as they arise	Adult Ed staff will participate in relevant professional development opportunities as the need arises such as the CASAS Summer Institute. Teachers implement instructional strategy into their programs to enhance learning.	Conduct teacher observations to ensure implementation of best practices.
College faculty will participate in collaborative professional development opportunities with K-12 Adult Education (AE) teachers	Increase collaboration between college faculty and K-12 AE teachers.	Utilize the 2016-17 data as the baseline. Conduct annual comparisons to determine if there is increased collaboration.
Professional Development one day training summit for all of the Adult Education teachers working under the Imperial County Adult Education Consortium	Teachers implement instructional strategy into their programs to enhance learning. Building communication amongst our teachers.	Conduct teacher observations to ensure implementation of best practices.

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 Consortium member districts began by establishing partnerships with the local One-Stop and Workforce Development Board in order to increase resource and referral services to adults in the county. A partnership with the Imperial County Library has been established and the Consortium is currently working on a resource and referral plan with the library as well. While Workforce Development has been actively attending public Consortium meetings, more collaboration needs to happen in year two to leverage services. Some of the Consortium member districts have already set up agreements with the local One-Stop, however, more collaboration with the rest of the member districts is expected to take place during year two.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Meet with local agencies for resource & referral			Develop partnerships with local agencies to begin a resource and referral process for our adult learners. Increase services and options for the adult learners in our districts. Develop a list of community agencies with varied services available to adults in the Imperial County.	Assess the number of adult learners being referred to and from outside agencies and services.
Resource & referral with Imperial County Free Library		Adult learners will have library resources available to them to enhance their knowledge of using the library and assisting their school age children in accessing the library.	An increase of library services and library literacy. An increase in number of adult learners being referred to and from the Imperial County Free Library.	Assess the number of adult learners being referred to and from the Imperial County Free Library and the adult school programs in the county.
Partner with One-Stop to provide classes			Develop a partnership with the local One-Stop agencies to augment services to adult learners. Assist adult learners in obtaining employment and improve their skills to increase their wages.	Assess student progress towards their career goals.
Pilot ESL and basic skills acceleration programs			This pilot program will be funded through Basic Skills or Student Equity funding as a means to accelerate student transition into college level English and Math courses and leverage resources.	Utilize 2016/17 transition date as the baseline and conduct an annual comparison to determine if there is an increase in student transitions.

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

A handwritten signature in black ink, appearing to read "Allen".

[Click here to confirm that you are ready to submit your Annual Plan.](#)