# 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 |
|---|---|
| 15-328-26 | 30 Mendocino-Lake |

### 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 |
|---|---|---|---|
| Harwood , Judy | AEBG Program Manager | (707) 467-1015 | jharwood@mendocino.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 |
|---|---|---|---|
| Cichocki, Eileen | VP of Administrative Services | | ecichocki@mendocino.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 |
|---|---|---|---|---|
| Cichocki, Eileen | Mendocino-Lake Community College District | | ecichocki@mendocino.edu | 05/02/2016 |
| Smith, Mark | Round Valley Unified School District | (707) 983-6174 | msmith@mcoe.us | |
| Dawood, Noor | Anderson Valley Unified School District | (707) 895-5295 | ndawood@avpanthers.org | 05/02/2016 |
| Del Prete, Joe | Kelseyville Unified School District | (707) 279-4923 | joed@kvusd.org | |
| Lauseng, Penny | Ukiah Unified School District | (707) 472-5010 | plauseng@uusd.net | |
| Serpa, Tammy | Lake County Office of Education | (707) 467-5105 | tserpa@mcoe.us | 05/02/2016 |
| Damian, Jesse | Mendocino County Office of Education | (707) 467-5103 | jdamian@mcoe.us | 08/11/2016 |
| Polak, Debra | Mendocino-Lake Community College District | (707) 468-3605 | dpolak@mendocino.edu | 07/26/2016 |

## 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

1617consortiareportongovernancecomplianceofrulesandprocedures.docx

## 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.
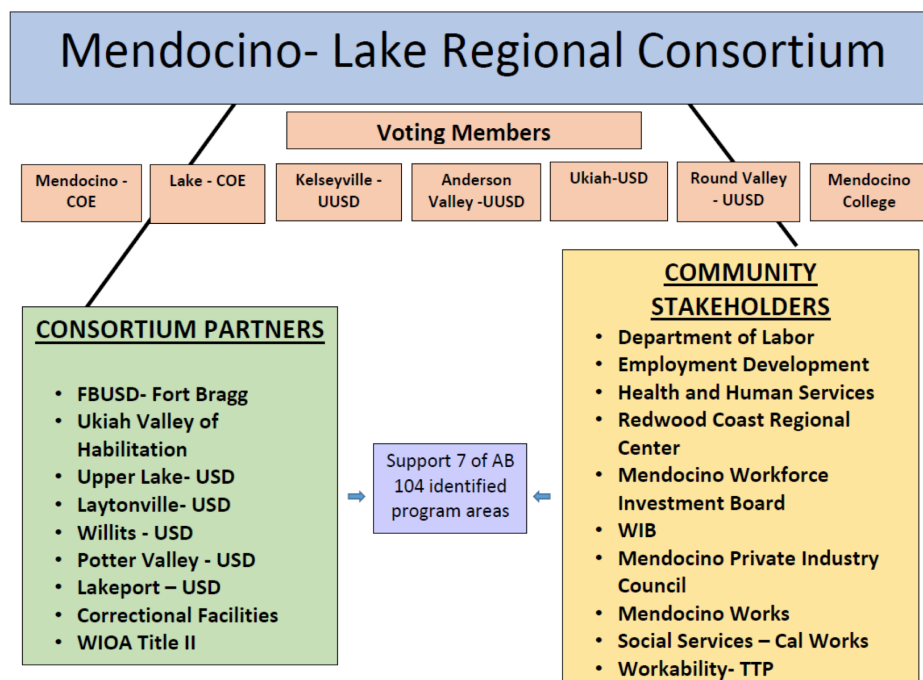


**Do you have changes to your Organizational Chart? (Select Yes or No)**
- ○ Yes
- ⦿ No

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.

Our block grant is being distributed through a subgrantee agreement between Mendocino-Lake Community College District and each of the member institutions. The consortium committed at one of its early meetings this fiscal year to fund the districts previously receiving MOE funds at the same rate. The consortium funding is distributed through a proposal process. Only member institutions can submit proposals, but they can be submitted on behalf of partners. Modeled on Brown Act rules, the consortium discusses each proposal at a first meeting and takes action at the next meeting. As the fiscal agent, the District requires each member institution to provide itemized invoicing for all expenditures as they were approved through the consortium process. Additionally, measurable outcomes are required for each proposed activity.

**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 |
|---|---|
| 🔒 Ukiah Unified School District | $594,365 |
| 🔒 Round Valley Unified School District | $0 |
| 🔒 Anderson Valley Unified School District | $39,017 |
| 🔒 Mendocino County Office of Education | $0 |
| 🔒 Kelseyville Unified School District | $16,181 |
| 🔒 Mendocino-Lake Community College District | $773,016 |
| Lake County Office of Education | $0 |
| **Total** | **$1,422,579** |

## 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 Mendocino Lake Consortium for Adult Education (MLCAE) 2016-17 implementation plan will build off of our 15-16 program year accomplishments and continue towards our ultimate goal of "collaborating and sharing resources across historical and institutional boundaries to provide adults in our region seamless and integrated educational pathways with multiple opportunities for successful entry and exit".

In 15-16 the (MLCAE) created the governance structure and procedures and protocols that will allow us to hit the ground running in 16-17. The MLCAE approved 21 projects that target all five of the AB 104 program objectives. In addition to the projects that were created and submitted by consortium members, the consortium completed several activities that were listed in the 15-16 plan including:
- Discipline specific planning groups for consortium members
- Develop acceleration in math and English in the basic skill levels at Mendocino College.
- Develop integrated resource team to support students with disabilities.
- Vocational ESL paired with non-credit CTE and adult classes.
- Conduct BEST Plus professional training for consortium members
- Involve Consortium in planning for Teachers on Teaching conference.

Finally, the MLCAE hired a new director who began work on July 1, 2016, and we expect that this support will help the MLCAE significantly "move the needle" towards meeting our ultimate goal/vision (above) in 16-17.

For Program Year 16-17 the consortium prioritized outstanding 15-16 activities and created new priority activities that build off of our 15-16 accomplishments and remaining 15-16 priority activities. Our 16-17 priority activities include:

- Take the consortium to the public with a marketing and outreach strategy that targets potential students, employers and counties

- Improve access and alignment of HSE and HiSET throughout the region based on best practices
- Develop parent education for supporting K-12 students
- Coordinate with Mendocino Community College to provide Financial Services Assistance to Ukiah Unified LVN program students
- Hire a consortium Tech Assistant to guide and support 21st century learning in all 7 areas
- Develop strategies or protocols between partners in addressing gaps in services/ programs
- Explore Mendocino College offering courses at consortium sites beginning with C.N.A.
- Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to - indicate progress points
- Identify gaps and redundancies in services and ensure that students have equal access to programs (i.e. medical, ESL, ABE) both physically and electronically in Lake and Mendocino Counties
- Align the curriculum and cost of all adult programs (CTE, HS Diploma, HiSET testing, ESL) in Mendocino and Lake Counties
- Create opportunities for students to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships

These priority activities were created through a collaborative process that included voting members as well as representatives from key partners that provide Adult Education services in the region.

## 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 |
|---|---|---|
| Correctional Facilities | County Of Mendocino | Jail Program Providers; Work Release; Work Furlough |
| Department of Labor | State of California/ Federal | Agricultural Labor Relations; Employment Development; Public Employment Relations; Unemployment Insurance Appeals; Department of Industrial Relations; Employment Training Panel |
| Employment Development Department | State of California | Unemployment; State Disability Insurance; Jobs and Training; Payroll Taxes, Labor Market Information |
| Fort Bragg Unified School District | School District | Multiple elementary, middle and high schools and an adult school |
| Health and Human Services | County of Mendocino | Adult Services Include: Adult and Aging Services; Behavioral Health and Recovery Services; Alcohol and other Drug Programs; Veteran's Services |
| Lakeport Unified School District | School District | Multiple elementary, middle and high schools as well as an alternative and day school. |
| Laytonville Unified School District | School District | Elementary, middle and high school |
| Mendocino & Lake County Social Services- Cal Works | County of Mendocino | academic, personal, career and employment-related assistance |
| Mendocino Private Industry Council | Private Non-Profit | Labor Exchange; Individualized Business Services; ; Job Fair and Interviewing Support; Application Prescreening; Assessments; Labor Market Information; Employee Development Training; Preventative Assistance |
| Mendocino Workforce Investment Board | County of Mendocino | Planning and Oversite Committe for WIOA funds for the County of Mendocino. Contracted services include Job displacement; Workforce Training; Career and Technical Education |
| Mendocino Works | Collaboration Under WIOA | One-Stop for Displaced Workers |
| Potter Valley Unified School District | School District | Elementary, middle and high school |
| Ukiah Valley Association for Habilitation | Non-Profit Community Organization | Rural Adults Program, Mayacama Industries, and L.I.F.E. Services- provide assessment, employability development, social development, follow-up and additional support services to improve the social and economic independence of people with disabilities. |
| Upper Lake Unified School District | School District | One elementary and middle school |
| Willits Unified School District | School District | Multiple elementary, middle and high schools as well as New Horizons Independent Study |
| Workability - TTP | Mendocino County | Provides students with curriculum and experience to help explore interests in the world of work; job placement; serves students with disabilities with transitional services. |

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

Ukiah Unified School District in collaboration with Ukiah Valley Association for Habilitation (UVAH) brought forth a proposal to provide employment training services to secure competitive integrated employment for adults with disabilities in the Ukiah and Willits communities. The program includes pre-employment services, job development services and job coaching services. The program is expected to serve 40-60 people per year.

## 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.

The Consortium has succeeded in creating a robust governance structure with clear operational procedures for how members submit proposals, the process by which proposals are voted on, approved and funds dispersed. In addition, program related work-groups were created and have begun to look at regional projects that will have benefits across member organizations as well as benefiting community partners and stakeholders. Consortium members submitted 24 projects in FY 15-16, 21 of these projects were approved by the Consortium, all 21 sub grantee agreements between the LEA (Mendocino College) and member organization have been processed and signed and AEBG funds are now available to implement these projects.

The Consortium has 21 approved projects ready for implementation across the region. None of these projects were actually able to be implemented in FY 15-16 because funds were only made available starting in Jan. 2016, and the processes and procedures for project submission and approval took a few months to develop and finalize. By the time the consortium had approved and signed sub-grantee agreements, member school districts were no longer processing Purchase Orders for the rest of the fiscal year. This means that the consortium has 21 projects ready for implementation as soon as schools are back from vacation and fiscal offices are once again processing the Purchase Orders required for project implementation.

## 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 MLCAE approved multiple projects in FY 15-16 that will provide training and educational services to address the need of adult learners in the region. Instructional hours were expanded and new programs were added by members to meet local needs is different program areas. For example, UUSD increased the number of days Pearson Vue Testing is offered at Ukiah Adult School; created a Common Core Math for Parents series of workshops; and in collaboration with UVAH (a community partner) created employment training services for Adults with Disabilities. AVUSD expanded High school Equivalency Program Summer hours, created a new Citizenship Tutor/ ESL Assistant Position and purchased 30 Rosetta Stone Licenses for students. LCOE hired an ESL teacher/ nurse to tutor in Basic Skills and medical curriculum and purchased educational material for MA training and HSE Program in English and Spanish. KVUSD expanded instructional time for a High School Diploma Class and ELS Citizenship instructor.

All of the above listed projects were developed in FY 15-16, but none of these projects have yet received their AEBG funding. This was due to the fact that most of the member's fiscal offices closed their P.O. processing for FY 15-16 in May 2016 when project sub grantee agreements had not yet been signed. The consortium has now processed all of the 21 approved sub-grant agreements and has a streamlined the process for processing future projects.

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

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

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

**Key**
▼ = Under
▲ = Over

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

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

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# Section 4: Consortium Action Plan Review and Update                                            —

## Regional Assessment Plan Updates

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

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The MLCAE assessment plan consists of "blending standardized and classroom assessment into a synergistic balanced
system". Standardized tests include:
- Test of Adult Basic Education (TABE)
- Adult Basic Learning Examination (ABLE)
- Basic English Skills Test (BEST)
- Comprehensive Adult Student Assessment System (CASAS)

Currently students based on which member organization and which program they participate in. However, the consortium is
looking to align assessment in the following ways:
1)      Use Mendocino College's Placement Tools for ESL, English and Math.  Community colleges throughout the state are
changing from Acuplacer to the Common Assessment Initiative (CAI). Mendocino College will implement this system by Fall
2018. The consortium plans to adopt these placement tools as they  become standardized at Mendocino College.
2)      Embed Mendocino College Counselors at adult schools throughout the district. This will create a standardized
method for how students will be appraised, placed and assessed as they move through the system towards their
individualized goals.
3)      Use BEST PLUS model for assessing student progress in ESL programs
4)      Use alternative assessment such as surveys, interviews, self-assessment 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 |
|------|--------|---------------|
| Acuplacer | College board | Placement for ESL, and basic skills in math and English |
| Basic Skills Assessment | In-House | Assessment of Basic Skills |
| Best Plus | CAL | ESL Diagnostic Tool |

## 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 data tracking is currently being done by individual members using AEBG Student Data Collection Guidelines. The MLCAE plans to submit a Data Tracking proposal by Dec. 2016 that will create consistency across the consortium. Our larger members have expressed interest in using ASAP which can be set up to specifically measure data required under AEBG. UUSD uses ASAP already and just upgraded to the newest version. Some of our smaller members may not require such a complicated system as they only serve 30 or so adults. In this case, the goals of the consortium is to allow smaller areas to choose their method of data collection but with the same data collection requirements and definitions that are standardized across the consortium. Consistent and accurate reporting will allow us see how we are performing around our targeted program outcomes and create strategy. "What is measured is managed" and having accurate data will allow us see how we are performing around our targeted program outcomes and create strategies for improvement in areas as needed. In addition, members are in the beginning processes of thinking about how to track students from their own programs through post-secondary and continuing education. MLCAE recognizes that being able to follow a student from entrance into the system to successful exit into the workforce or higher education is the ultimate goal.

**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 | | Data management software |
| Datatel/TOAD/Access | | Data management software |
| Excel | | Data Input Spreadsheets |

## 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.*

MLCAE had five activities in our FY 15-16 plan under this objective:
1) Discipline specific planning groups
- The MLCAE created work groups in the four AEBG program areas. Work-groups are currently mapping/ aligning services across member organizations.

2) Webpage for adult learning in the region
- MLCAE will complete this activity in 16-17. The website will be a resource for adult learners in the region, a way to communicate with the public and a place to share common tools that will be used across the consortium.

3) Define and "map" pathways with multiple entry and exit points for each student
- The work-groups are working on this and will continue their work in 16-17. These maps will be housed on the website.

4) "Embedded" access in adult education to student services, including counseling, guidance and follow-up
- In 15-16, Mendocino College provided embedded student services through CalWorks. The consortium looks to greatly expand this effort in 16-17.

5) Educational summits to identify pathways to employment
- The consortium participated in an educational summit around medical pathways. The MLCAE will continue this effort to identify pathways to employment.

 Additional activities for 16-17 are listed in the spreadsheet below.

## 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 |
|---|---|---|
| Take the consortium to the public with a marketing and outreach strategy that targets potential students, employers and counties | Increased public awareness of MLCAE | Number of Website hits, Number of attendees at public events |
| Coordinate with Mendocino Community College to provide Financial Services Assistance to Ukiah Unified LVN program students | More efficient PelGrant processing at lower cost | Cost per students processed |
| Develop strategies or protocols between partners in addressing gaps in services/ programs | Clearly understood communication pathways for consortium members | A set strategies/ protocols is developed |
| Align the curriculum and cost of all adult programs (CTE, HS Diploma, HiSET testing, ESL) in Mendocino and Lake Counties | Curriculum aligned | Number of programs/ classes where curriculum is aligned across the consortium |

## Objective 4: Gaps in Services

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

The consortium listed five major activities in our FY 15-16 plan under Gaps in Service:
1) Develop distance learning for Adult Education basic skills, citizenship, ESL, academically assisting K-12 school children.
- The consortium has not implemented any "distance learning projects". MLCAE will continue to work on this in 16-17.
2) Developing non-credit basic skills HiSet and diploma program in Round Valley
- The MLCAE conducted a site visit to Round Valley in 15-16 and created a strategy to have UUSD travel to R.V. and teach the program rather than creating an entire new program for this small population area. This work will continue in 16-17.
3) Develop Testing Center at Mendocino College
- The MLCAE decided to support Pearson Vue Testing at member sites rather than a centralized testing site at the college. The Consortium is still looking at creating a HiSet testing site at Mendocino College.
4) Continue to develop integrated resource team to support students with disabilities.
- A Students with Disabilities work group was created and has been meeting regularly. The MLCAE approved a project for a community partner to provide training services for adults with disabilities.
Additional 16-17 activities are listed below:

**Objective 4 Activities**

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Create opportunities for students to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships | Opportunities/ programs for work place learning identified and advertised to adult learners | Number of students enrolled in work place learning opportunities |
| Improve access and alignment of HSE and HiSET throughout the region based on best practices | Access to HSE and/ or HiSET in all geographical regions of the district | Number of new testing sites/ new programs |
| Develop adult education programs for parents to help their K-12 students | New classes aimed at helping parents | Number of new classes |
| Hire a consortium Tech Assistant to guide and support 21st century learning in all 7 areas | Better use of technology across the consortium to expand adult education services in the region | The use of new technologies at member sites |
| Explore Mendocino College offering courses at consortium sites beginning with C.N.A. | Clear understanding of if this is possible and the best way to proceed | A plan is created for how to proceed |
| Identify gaps and redundancies in services and ensure that students have equal access to programs (i.e. medical, ESL, ABE) both physically and electronically in Lake and Mendocino Counties | Clear map of all services | The existence of a services map with gaps and redundancies identified and updated as needed |
| Create opportunities for students to learn through work place experiences including partnering with employers to develop apprenticeships and coordinating and aligning student internships | Opportunities/ programs for work place learning identified and advertised to adult learners | Number of students enrolled in work place learning opportunities |

**Objective 5: Acceleration**

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

The consortium listed three major activities in our FY 15-16 plan under Accelerating Student Progress:
1) Continue to develop acceleration in math and English in the basic skill levels at Mendocino College.
- The consortium completed this activity by adding a basic skills math and English class at the college.
2) Vocational ESL paired with non-credit CTE and adult classes.
- The consortium developed/ supported two Adult Education programs that pair ESL with CTE. First, ESL tutoring for a Medical Assistant program at LCOE. Second, an Auto class paired with ESL at Mendocino College.
3) Explore IBEST model for ESL students at Mendocino College
- The consortium has not completed this activity as Mendocino College's full time ESL teacher is on sabbatical. This work will be continued in 16-17.
Additional 16-17 activities are listed below:

**Objective 5 Activities**

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Create clear expectations for learning outcomes within programs and courses and identify major milestones along pathways to indicate progress points | Best practices identified and implemented around creating expectations for learning outcomes | Number of new practices implemented that establish learning outcomes and I.D. milestones along pathways |

**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 listed four major activities in our FY 15-16 plan under Shared Professional Development:
1) Send consortium team to BEST Plus Training
- UUSD and AVUSD will be holding BEST Plus trainings in Aug. 2016.
2) Involve Consortium in planning for Teachers on Teaching conference.
- The Adult School that were members of consortium were involved and participated in the Teachers on Teaching conference in October 2015.
3) Support consortium member and regional partners in pursuing professional development opportunities with emphasis in across institution team attendance.
- A consortium member attended an Adult Education conference on behalf of the group and reported back to the consortium. This activity will continue in 16-17.
4) Support local summits around AEBG program areas.
Consortium members participated in a Medical Pathways summit. Support for local summits will continue going forward.

**Objective 6 Activities**

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

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|---|
| Send consoritum to BEST Plus Training | Increased understanding of Best Plus across consortium | Number of member organizations that attended |

**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 listed one major activity in our FY 15-16 plan under Leveraging Structures and Assets:
1) AEBG Program outreach to WIB, Social Services, CAL Works, EDD WIOA, Title II by consortium members to share AEBG implementation and scope of work.
- The consortium has not yet conducted AEBG Program outreach to our community partners and stakeholder. This continue as our major priority activity under this objective in 16-17.

**Objective 7 Activities**

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

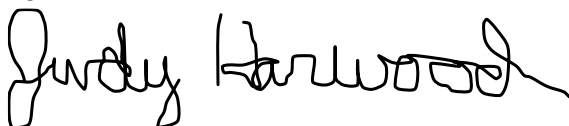| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|---|---|---|---|---|
| AEBG Program outreach to WIB, Social Services, CAL Works, EDD WIOA, Title II by consortium members to share AEBG implementation and scope of work | All community partners and stakeholders that participate in outreach | Introductions/ review of presentations | - Four presentations to community partners and stakeholders - Presentations to School Boards as requested by members | Number of organizations that become aware of AEBG and what we are doing |

## 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.