

Section 1: Consortium Administration

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.

Consortium Grant Number

🔒 15-328-042

Consortium Name

🔒 42-Northern Alameda County (Peralta)

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
Shemila Johnson	Executive Director	510.466.7247	srjohnson@peralta.edu
* Optional			

Funding Channel

- The consortium has designated a fiscal agent
 The Consortium is direct funded

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.

Name	Title	Phone	Email
Ronald Little	Vice Chancellor, Finance & Administration	510.466.7275	rlittle@peralta.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	Phone	Email	Date Approved
Dr. Jowel Laguerre	Peralta CCD	510.466.7202	jlaguerre@peralta.edu	9/8/2015
Sean McPhetridge	Alameda USD	510.337.7060	smcphetridge@alameda.k12.ca.us	9/29/2015
Javetta Cleveland	Berkeley USD	510.644.8593	javettacleveland@berkeley.net	9/30/2015
Dr. Marsha Brown	Albany USD	510.558.3750	mbrown@ausdk12.org	10/27/2015

Randall Booker	Piedmont USD	510.594.2614	Rbooker@piedmont.k12.ca.us	10/28/2015
Bernard McCune	Oakland USD	510-879-1352	bernard.mccune@ousd.org	10/28/2015
Marie-Elaine Burns	Peralta CCD	510.436.2501	meburns@peralta.edu	5/1/2016
Dr. Patricia Stanley	Peralta CCD	510.464.3237	pstanley@peralta.edu	5/1/2016
Dr. Fran White	Peralta CCD	510.981.2851	flwhite@peralta.edu	5/1/2016
Rowena Tomaneng	Peralta CCD	510.981.2850	rtomaneng@peralta.edu	5/1/2016

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](#)

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.

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

Yes, our membership is as follows:

- Peralta CCD
- College of Alameda
- Berkeley City College
- Laney College
- Merritt College
- Berkeley USD
- Alameda USD
- Albany USD
- Oakland USD
- Piedmont USD

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

Yes. Funds will be reported by way of Consortium communication mechanisms (NACAE website, shared district/college drive, publicly noticed agendas) and via direct representation by members. Funding will be evaluated by consensus of the Executive Cabinet, comprised of member representatives approved by member Boards. Fund reports will be submitted to the fiscal agent who will report to CDE and the Chancellor's Office.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

Individual member districts and colleges will forward copies of Board action (and/or resolutions) confirming the appointment of the official designated by the Governing Board at a regularly scheduled public meeting.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

The Consortium has established a structure that affords full participation by all members, which includes access to all materials, agendas, and minutes, and documents related to the operations of the Consortium. A majority of representatives from both K-12 districts and community colleges must be in attendance (quorum) for a decision to be made.

5. What will be the relative voting power of each member? e.g. 1 member = 1 vote; e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes); e.g. Other (e.g., votes proportionate to adult students served)

1 member = 1 vote

6. How will decisions be approved? e.g. by majority vote of 51%, or 50% +1 vote, or 2/3 of votes; e.g. by consensus

Decisions will be made by consensus; absent consensus, by 2/3 majority of voting members.

7. How did you arrive at that decision-making model?

The NACAE Working Group (comprised of representatives from each member district) developed the decision-making model and forwarded for approval by the Executive Cabinet.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

All agendas will be posted online through the California School Boards Association (CSBA) Agenda Online website (<http://www.csbaagendaonline.net>).

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

Roles and responsibilities of the NACAE Working Group include the proper noticing of public agendas at each of the member district's place of business. Members of the public are invited to speak to any item that is not on the posted agenda, although Executive Cabinet members or staff may not discuss or take action on any item that does not appear on the posted agenda. Members and staff may briefly respond to statements or answer questions.

10. Describe how comments submitted by members of the public will be distributed publicly.

Comments submitted by members of the public will be reported on and agendized under "Executive Cabinet Correspondence" during Consortium meetings, and will be summarized in meeting minutes.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

Opportunities will be provided for community-based organizations, workforce development boards, and regional faculty to participate in open sessions held at least once each semester, to engage and align work for the current and subsequent semesters. NACAE is committed to engaging partners and leveraging and aligning resources with them.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

Funds will be allocated and distributed in accordance with the objectives and approval of the Executive Cabinet. The schedule of distribution pursuant to Section 84913 will include resources in support of the following programs: elementary and secondary basic skills (including programs leading to a high school diploma); programs for immigrants eligible for services in English as a second language and workforce preparation; programs for adults related to reentry into the workforce; programs for adults with disabilities; and programs in career technical education that are short term in nature and have high employment potential.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

The consortium designated Peralta Community College District as the Fiscal Agency for consortium funds. Vice Chancellor, Ron Little, is the acting Fund Coordinator and will receive funds and distribute to the members accordingly.

14. How will members join, leave, or be dismissed from the consortium?

Members within the boundaries as outlined in Section 84903 may join or leave the consortium at any time through a resolution as approved by their local Board. No members will be dismissed from the consortium.

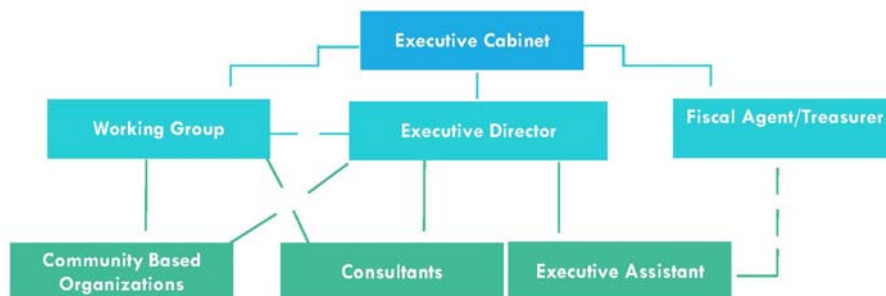
15. Does the consortium have a formal document detailing its working beyond the questionnaire? (Please provide a link)

The Northern Alameda Consortium for Adult Education maintains a website detailing the work of the consortium. It can be located at www.nacae.net

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.

JOINT POWERS AUTHORITY ORGANIZATIONAL CHART FOR NORTHERN ALAMEDA CONSORTIUM FOR ADULT EDUCATION (NACAE)



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

- Yes
- No

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.

- 1) Peralta will be the fiscal agent moving forward, however carry-over funds from 2015-16 will continue to be managed by Piedmont, as it was the fiscal agent for 2015-16 funds.
- 2) The fiscal agent will be reporting expenditures to the state.

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

Yes

No

Changes: (200 words max.)

Fiscal agency is the Peralta Community College District, with funds directed to the Northern Alameda Consortium for Adult Education Joint Powers Authority. This change took effect July 1, 2016. Effective July 1, 2016, the Fiscal Coordinator is Ronald Little, Vice-Chancellor of Finance & Administration, Peralta Community College District.

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.*

<input type="checkbox"/>	Member Name	District / LEA Code	Member Type	16 - 17 Allocations
<input type="checkbox"/>	Alameda Unified School District	61119	SSD	\$753,278
<input type="checkbox"/>	Piedmont Unified School District	61275	SSD	\$350,463
<input type="checkbox"/>	Berkeley Unified School District	61143	SSD	\$3,048,819
<input type="checkbox"/>	Peralta Community College District	00340	CCD	\$1,212,665
<input type="checkbox"/>	Oakland Unified School District	61259	SSD	\$2,249,306
<input type="checkbox"/>	Albany Unified School district	61127	SSD	\$0
<input type="checkbox"/>				
			Total	\$7,614,531

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 upcoming Program Year.

Response: (500 words max.)

The NACAE regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students in meeting their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college.

The NACAE implementation plan for the 2016-17 program includes the following:

- Develop education campaign through branding and marketing to ensure internal and external audiences are well-informed of the consortium, our work, and services available.
- Redesign consortium website to ensure it is user-friendly, student focused, and provides comprehensive content related to our services.
- Align and Improve Assessment: Adult School, community college instructors and administrators team will continue to discuss the idea of aligning and improving the initial student assessment, career planning and placement process. We will complete research into common assessment options and/or shared regional assessment locations and decide next steps to streamline this process for students.
- Align Curriculum between Adult Schools and Community Colleges: Adult School, community college instructors and administrators team will continue meeting to align and develop curriculum between the Adult Schools, community college and educational partners, including articulation agreements.
- Provide Adult School-to-College Transition Services: Ensure a "warm hand-off" from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.
- Create Bridges to Existing Career Pathways and Create New Pathways: Build and expand courses that expose students to career options and contextualize basic skills to career-themed programs; build pathways that motivate learning, enable students to develop marketable skills, and link learning to employment.
- Provide Wraparound Support Services to Ensure Student Success: Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration. Generate resource map incorporating input and information.
- Coordinate Data Between Community Colleges and Adult Schools: Convene a subcommittee of consortium members to explore issues, including student privacy, and work with regional consortia to purchase and implement data collection software and sharing mechanisms between Adult Schools and

community colleges.

Our goal is to implement strategies this year to ensure we are practicing methods to improve the adult learners' adult school, community college to workforce experience and opportunities.

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 Provided
#YesWeCode	Non-Profit	
Acts Full Gospel	Faith Group	Men of Valor
Alameda County Behavioral Health Care Services	Public	
Alameda County Health Care Services Agency	Public	AC Health Pipeline Partnership
Alameda County Office of Education	Public	
Alameda County Probation Department	Public	
Alameda County Public Health Department	Public	
Alameda County Social Services Agency	Public	Workforce and Benefits Administration
Alameda Family Services	Non-Profit	DreamCatcher Youth Services
All of Us or None / Legal Services for Prisoners with Children	Non-Profit	Re-Entry
Allen Temple Baptist Church	Faith Group	
Asian Americans Advancing Justice - Asian Law Caucus	Non-Profit	Undocumented individuals, DACA
Asian Pacific Islander Youth Leadership (AYPAL)	Non-Profit	Youth organizing
Aviation Institute of Maintenance		
Bay Area Community Resources	Non-Profit	OYIF Backbone for SF (Roadmap to Peace)
Berkeley Adult School	Public	
Berkeley City College	Public	
Berkeley City College (Peralta)	Public	
Berkeley Youth Alternatives	Non-Profit	
Beyond Emancipation	Non-Profit	
Black Organizing Project	Non-Profit	Black member-led community organization working for racial, social, and economic justice through grassroots organizing and community-building
Brothers on the Rise	Non-Profit	
Building Opportunities for Self Sufficiency (BOSS)	Non-Profit	Re-Entry, Workforce Development
Cal State East Bay	Public	
CAL-PEP	Non-Profit	health care, risk reduction education, and support services for high risk for STDs
California Emerging Tech Fund	Non-Profit	
California Immigrant Policy Center (CIPC)	Non-Profit	Undocumented individuals, DACA
California Reentry Program	Non-Profit	Re-Entry
Center for Employment Opportunities (CEO)	Non-Profit	Re-Entry, Workforce Development
Center Point Inc		
Centerforce Youth Court		
Chabot College		

Civicorps	Non-Profit	Workforce Development, Charter High School, AmeriCorps
College of Alameda (Peralta)	Public	ATLAS - Alameda Transport & Logistics Academic Support
Communities United for Restorative Youth Justice (CURYJ)	Non-Profit	Youth organizing
Contra Costa Community College District	Public	
Cypress Mandela Training Center	Non-Profit	16-week pre-apprenticeship programs
Defy Ventures	Non-Profit	Personal and leadership development, competition-based entrepreneurship training, executive mentoring, financial investment, and business incubation.
Diablo Valley College		
Downtown TAY	Non-Profit	Sankofa Sessions, Culture Brokers Academy, TAY, Juvenile Hall, Camp Sweeney
East Bay Asian Youth Center (EBAYC)	Non-Profit	
East Bay Broadband Consortium	Non-Profit	East Bay regional initiative organized to improve broadband deployment, access, and adoption in Alameda, Contra Costa and Solano counties
East Bay College Fund	Non-Profit	Oakland Promise, scholarships and mentors for college
East Bay Community Law Center	Non-Profit	
East Bay Community Recovery Project		
East Bay Community Services/La Familia Counseling Services	Non-Profit	
East Bay Works	Public	Network of the four workforce development boards in Alameda County and Contra Costa County
East Oakland Building Healthy Communities	Non-Profit	
East Oakland Youth Development Center	Non-Profit	Arts, work readiness, GED
East Side Arts Alliance	Non-Profit	organization of artists, cultural workers, and community organizers of color
Educators for Fair Consideration (E4FC)	Non-Profit	Undocumented individuals, DACA
Ella Baker Center for Human Rights	Non-Profit	Organizing
First Place for Youth	Non-Profit	
Fremont Adult and Continuing Education	Public	
G-ma Village	Social Enterprise	Provides child care to low-income families
Hack The Hood	Non-Profit	
Hayward Adult School	Non-Profit	
Holy Names College	Private	
Instituto Familiar de la Raza		
Intertribal Friendship House	Non-Profit	
Iron Workers Union		
Kapor Center for Social Impact	Funder	Funding, advising, sharing re: tech diversity
Kids in Common	Non-Profit	OYIF Backbone for San Jose (Santa Clara County Opportunity Youth Partnership)
Laney College	Public	Skilled Trades, Construction, and Advanced Manufacturing Careers Pathways
Lao Family Community Development	Non-Profit	Workforce, Refugees, Immigrants, English Language Learners
Las Positas College		
Learners Guild	Non-Profit	Alternative to college for aspiring software developers
Lend a Hand Foundation		
Los Medanos College		

Marcus Foster Education Fund	Non-Profit	
Martinez Adult Education		
Mayor's Office, City of Oakland	Public	
Merritt College	Public	Healthcare Careers Pathways
Merritt College (Peralta)	Public	
Movement Strategy Center	Non-Profit	
Next Step Learning Center		
Nothern California Laborer Training Center		
Oakland Citizens Committee for Urban Renewal (OCCUR)	Non-Profit	David E. Glover Education and Technology Center
Oakland Community Organizations (OCO)	Non-Profit	Organizing, movement building
Oakland Food Policy Council		
Oakland Human Services Department (Oakland Unite)	Public	
Oakland Leadership Center	Non-Profit	Oakland Independent Basketball League;
Oakland Parents Together		
Oakland Private Industry Council	Non-Profit	Breaking Through Barriers - workforce development
Oakland Unified School District	Public	
Oakland Unified School District - Office of AAMA	Public	
Oakland Workforce Development Board	Public	
Ohlone College		
OTX West	Non-Profit	digital equity, refurbished devices, free and low-cost computers, digital literacy training
Peralta Community College District	Public	
Pre-Health Dreamers	Non-Profit	Undocumented individuals, DACA
PUEBLO		
REACH Ashland Youth Center	Non-Profit	Soulciety
REDF	Funder	Venture capital firm for social enterprises
Root & Rebound	Non-Profit	Re-Entry
Rubicon Programs	Non-Profit	Re-Entry, Workforce Development
San Leandro Adult School	Public	
Stanford University	Public	
Street Level Health Project	Non-Profit	
The Anchor Program		
The BIZ Stoop		
The Bread Project	Non-Profit	Job training in food industry
The Hidden Genius Project	Non-Profit	
The Mentoring Center	Non-Profit	
The Reset Foundation	Non-Profit	Reset gives promising low-income young adults the opportunity to live on our campus and focus entirely on high school academics, career development, and healthy living.
The Stride Center	Non-Profit	
The Town Kitchen		
The Unity Council	Non-Profit	Latino Men and Boys
The Workforce Collaborative		
Timelist Group	Non-Profit	Re-Entry
UC Berkeley	Public	
United Way of The Bay Area	Non-Profit	
Urban Male Program	Non-Profit	

Urban Peace Movement	Non-Profit	DetermiNation Black Men's Group, United Roots (Media & Arts), Youth Organizing
Village-Connect	Non-Profit	
Wardrobe for Opportunity		Offers career readiness programming plus access to low-cost suits
Year Up		
Youth ALIVE!	Non-Profit	
Youth Employment Partnership	Non-Profit	Workforce Development, GED, Tutoring
Youth Radio	Non-Profit	Workforce Development, media production company that trains diverse young people in digital media and technology
Youth UpRising	Non-Profit	

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

Response: (200 words max.)

The Peralta region is home to dozens of community-based, non-profit organizations serving adult learners. The NACAE Consortium continues to allocation 5% of their (non-MOE) funding – approximately \$130,000 – for these organizations in an effort to align and strengthen services for students. A challenge has been establishing mechanisms to facilitate partnerships and alignment. In early October this year, NACAE will host an all-day workshop with CBO partners to refine three distinct areas of collaboration. Based on the results of this workshop, NACAE will develop and issue an RFP to determine which CBO's and services to fund with Consortium funds and which to align and how to align them with no additional funding. Anticipated outcomes: a mechanism for student referrals and follow-up, a coordinated system for enhancing college-readiness across partners, and improved processes for transitioning students from one CBO or Adult School into the Community Colleges.

Key partners in this effort:

Urban Strategies Council: organizing CBO's and facilitating broad-based engagement

Civicorp: providing expertise in current alignment systems

Unity Council: leveraging other existing partnerships (WIOA, Bridging programming)

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.

Successes: (200 words max.)

The Consortium expanded levels of service in the areas of Adult Basic and Secondary Skills and courses for Immigrants/ESL. Adult schools established three separate sites with both morning and evening classes at locations either on community college campuses or immediately adjacent to college campuses. Conducting student registration and assessment over a series of dates, times, and locations was paramount to building capacity for the new courses. Consortium partners (Laney College and Merritt College) were instrumental in offering technical assistance (as well as potential classroom space) for the project.

Alameda Adult School added three waitlist ESL classes for Beginning Literacy, Beginning Low and Beginning High Levels (139 students); a GED Prep ELA/Sci/SS Class (9); and a Basic Computer Class for ESL Students (17).

Challenges: (200 words max.)

Developing and implementing a sequence of leveled classes that will develop academic skills in the context of college and career readiness; additionally, providing students with the necessary guidance and support in gaining access to relevant community college programs. Finally, locating these classes in close proximity to community college campuses to effect a seamless transition was major objective

Enrolling adult school high school diploma students as concurrent students at Peralta, required policy to be adapted to be more specifically applied to Adult students.

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.

Successes: (200 words max.)

Working in conjunction with the Career Ladders Project as its consultant, the Northern Alameda Consortium for Adult Education actively engaged in rethinking and redesigning an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success.

In 2015-16, Design Teams met regularly to develop programs (Adult School and Community College) in preparation of approval of new curriculum/courses at college and district (CIPD) levels. The Consortium is currently developing materials for bridge program models in the following content areas: skilled trade (marine technology, water/waste technician; early childhood education; culinary arts/hospitality; maritime management, and entrepreneurship).

The ESL Design Team created a map of the ESL classes offered throughout the region, adult schools and community colleges. Students now have a single resource to see where they can access ESL classes in the region: ESL levels and locations.

The Consortium piloted an iBEST model: co-teaching of an adult school basic skills within a community college class.

Oakland was able to fill instructional gaps by adding Adult Basic Skills and leveled ESL instruction.

Challenges: (200 words max.)

Facilitating an understanding of various models of transitional/bridge programs that link adult schools and community colleges, utilizing new "Enhanced Non-Credit" program development at the community colleges.

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	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	+ / -	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	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 Outgo	\$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**.

[Download Member Expenditures Form](#)

[Download 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.

no file selected

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.

Response: (200 words max.)

The adult schools are aligning basic skills appraisal, placement and assessment using CASAS. The Regional Consortium is working toward aligning the CASAS assessment with the community college assessment tool.

Additionally, each member College has/is hiring a Transitions Liaison to help students through the college enrollment process, and provide support as the students navigate college.

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	Participating Members	Core Services
CASAS	CASAS	Alameda, Berkeley, Oakland Adult Schools	Basic skill assessment

Student Data Tracking

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

Response: (200 words max.)

ASAP will enable enrollment, demographics and performance reporting aggregated among adult school members.

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

Name	Vendor	Participating Members	Core Services
ASAP	ASAP	Alameda, Berkeley, Oakland Adult Schools	Student Information Management System/Data

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.

Response: (200 words max.)

NACAE members are aligning efforts with our regional Career Pathways Trust (CPT), Basic Skills & Student Outcomes Transformation grants, and the Student Success and Support Program (SSSP) and related focus on improving equal access and outcomes at the Peralta Colleges. With our K12 and WIOA CPT partners, we are making improvements to our regional work with employer engagement. We have built systems and infrastructure to scale the number of employers connected with our programs and students. With our Basic Skills efforts, the Colleges will be taking a closer look at non-credit course development in CDCP pathways in collaboration with our Adult School partners, with a particular focus on contextualized CTE strategies and furthering our use of the i-BEST model. With our SSSP/Equity work and the launch of our Transitions Liaisons at the Colleges, we will be improving our ability to identify and assist students earlier in their career exploration and college readiness pathway, focusing on improving access and smoothing transitions for recent immigrants, first generation college students, and other groups currently under-represented at the colleges and various college programs.

2015-16:

- Focusing instruction on college and career readiness Oakland Adult resulted in an increase of student transitions to employment by 4%, an increase to post-secondary education by 7%.
- Alameda Adult School convened a counselors group with Peralta and K/12 district to implement strategies to assist students with college enrollment process and research career and college information. Enrolled 11 concurrent students.
- Berkeley Adult School (BAS) worked with College faculty to identify required math skills for success in a beginning electronics course that has experienced a high drop-out rate. Additionally, BAS worked with Laney faculty to articulate a 9-week FT culinary program.
- Piedmont Adult spearheaded the SB-172 work to identify students who successfully completed units to earn a GED or Diploma and conducted outreach to inform the students of their completion. Approximately 300 students were served.

Objective 3 Activities

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
Begin course in electronics/math as bridge to technical training.	1/17	BUSD	Students more likely to succeed in high-demand skills training	ASAP	add	delete
Provide basic skills instructor for Laney culinary program	10/16	BUSD/Laney	Improved basic skills of Laney culinary students	ASAP	add	delete
Resume feasibility study of culinary “boot camp.”	9/16-12/16	BUSD/Laney			add	delete
Begin Career Exploration in Health Care course	1/17	BUSD	Increased enrollments and completion of health care skill training courses. Increased job placements.	Job placement records	add	delete
Continue work of select CTE design teams	9/16-5/17	BUSD, Laney, BCC	Identify possible articulation agreements and other areas of collaboration for sake of student benefit and good resource stewardship.	Improved enrollments and attrition rates in CTE programs at all member institutions	add	delete
Continue SB-172 outreach effort	10/16-5/17	PAS, BAS, AAS, OAS	Award more diplomas/GED completion	ASAP	add	delete

Objective 4: Gaps in Services

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

Response: (200 words max.)

Oakland Adult School expanded its course offerings which resulted in a 17% enrollment increase.

Alameda Adult School also expanded its course offerings and continues to realize growth.

Berkeley Adult School maintained existing adult school programs in the face of rising costs to prevent further increase in service gaps. BAS linked with key non-profits organizations serving adults with disabilities- Ala Costa and Center for Independent Living, Berkeley. BAS explored program designs for enhancing employability of severely disabled adults (AWD).

Additionally, BAS will work with other units of BUSD to define courses of adult learning to support children at elementary, middle school and high school levels.

Objective 4 Activities

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
15 ESL classes	June 2017	OACE	Increase enrollment by 10%	ASAP	add	delete
18 ABE, GED classes	June 2017	OACE	Increase enrollment by 10%	ASAP	add	delete
Maintain existing adult school programming	8/16-6/17	AUSD, BUSD, OUSD, PUSD	Literacy gains, HS diplomas, job skill gains	CASAS testing, Transcript assessments, Student surveys	add	delete
AWD exploration with Ala Costa	8/16-1/17	BUSD	New courses designed	Advertisements of new course offering	add	delete
Implement self-determination training with Ala Costa	1/17-6/17	BUSD	New course delivered	Student surveys, staff reports	add	delete
Implement employability training with CIL	1/17-6/17	BUSD	New course delivered; Job placements for adults with disabilities	Job placements counts	add	delete
Design training interventions for adults to support children in academic success	11/16	BUSD	Courses defined, curriculum created/adopted	Announcements, advertisements of courses coming ins Spring 17	add	delete
Deliver training for adults to support children in academic success	1/17-5/17	BUSD	Adults improve quality of activities to support children in math, and literacy	Adult student surveys.	add	delete

Objective 5: Acceleration

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

Response: (200 words max.)

Alameda Adult School funded robotics curriculum materials for science class project based learning to bridge student's knowledge of math and science to applied science.

In 2015-16, BAS studied feasibility of growing in-house experts to meet the needs of students with learning disabilities, however, it was decided to hire experts in the field. Applying greater expertise in learning disabilities to basic skills and high school instruction will accelerate learning for adult learners who are faced with this barrier.

BAS identified a significant number of ESL students who scored high on the life-skill based CASAS instrument, but are not academically prepared for success in high school level work or for technical skill training in English. Therefore, BAS designed a new course, ESL Bridge to Adult Secondary Education, to address students' needs to advance to higher levels of training. The Bridge course will include math, reading and writing for academic success.

Objective 5 Activities

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
Provide half-time special educator to support teacher professional development for supporting adult school students with learning disabilities.	8/16-6/17	BUSD and others	Increased literacy gains	CASAS testing, Transcript assessments, Student surveys	add	delete
Begin evening ESL Bridge class	8/16	BUSD	Increased literacy gains, increased readiness for further formal education	Test scores	add	delete
Begin morning ESL Bridge class	1/17					

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.

Response: (200 words max.)

Weekly program Professional Learning Communities (PLC) in Oakland resulted in improved student outcomes in basic skills: an increase in WIOA payment points by 28%.

Alameda Adult School paid teacher curriculum development time to work towards aligning levels within the school and towards alignment of CCRS.

BAS plans to apply greater expertise in learning disabilities to basic skills and high school instruction and share the expert to assist other consortium members in this area.

Objective 6 Activities

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
Weekly PLC by program	June 2017	OACE	Increase basic skills outcomes by 10%	CASAS, WIOA payment points	add	delete
Provide half-time special educator to support teacher professional development for supporting undeserved students with learning disabilities.	8/16-6/17	BUSD and others	Increased literacy gains	CASAS testing, Transcript assessments, Student surveys	add	delete

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.

Response: (200 words max.)

NACAE began collaborating with United Parcel Service (UPS) to look into aligning COA's Diesel Mechanic program ensuring it meets industry standards and creating pathways for students to be hired into UPS upon completion. We also plan to look at internship opportunities for the program and the industry leader.

Objective 7 Activities

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

Activity	Timeline	Partners	Partner Contributions	Members	Outcomes Expected	Method of Assessing Impact	Add	Delete
Employer Engagement	2016-18	NACAE, CPT, WIOA			Increased # of employers engaged with NACAE students	Improved job placement and retention rates	add	delete
Non-credit course development	2016-19	NACAE, Peralta Colleges			Increase quantity and quality of aligned noncredit courses offered in Career Development College Preparation (CDCP) sequences	Enrollment and completion rates in noncredit CDCP courses	add	delete
Improved access	2016-18	All NACAE members /partners			Increased # of students successfully transitioning from Adult School and GED programs to community college	Increased enrollment of nontraditional, underrepresented student groups in the Peralta Colleges	add	delete
							add	delete
							add	delete
							add	delete

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.

Download 2016 – 17 AEBG Program Assurances

Certification *(Required)*

X 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.

X 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 □ □ □ □