# 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 | Consortium Name |
| 🔒15-328-15 | 🔒 **Gavilan Regional Adult and Career Education Services** |

## 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** |
| Ms. Mary Ann Sanidad | AB 104 Project Director | 408.846.4945 | msanidad@gavilan.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** |
| Wade Ellis | Director, Business Services | 408.848.4739 | wellis@gavilan.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** |
| Morgan Hill Unified School District | Dennis Browne | 408.201.6520 | browned@mhusd.org | 08/04/15 |
| Gilroy Unified School District | Deborah Padilla | 408.848.7167 | Deborah.padilla@gilroyunified.org | 03/31/16 |
| San Benito High School District | Cindi Krokower | 831.637.5840 x162 | ckrokower@sbhsd.k12.ca.us | 09/15/15 |
| Gavilan Community College | Randy Brown | 408.848.4847 | rbrown@gavilan.edu | 09/08/15 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



## 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.

<governanceplan.docx>

**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**

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## 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.

<organizationalchart.jpg>

**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.

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## 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.

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| Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque faucibus viverra nisl, quis varius massa blandit id. Praesent vestibulum non lacus at consectetur. Maecenas vitae arcu sapien. Fusce ultricies felis at dictum congue. Nam porta lectus elit. Maecenas ac est at ipsum pretium pellentesque. Fusce vestibulum, lacus in vehicula porta, tellus tellus rutrum ex, in lobortis lectus libero in lectus. |

**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.)*

|  |
| --- |
|  |

## 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** | **District / LEA Code** | **Member Type** | **16 - 17 Allocations** |
| 🔒 | Lake Town Unified School District | 00001 | CCD | $90,000 |
| 🔒 | Sandwichville Unified School District | 345600 | SSD | $200,000 |
| 🔒 | Happytown Unified School District | 345601 | SSD | $95,000 |
| 🔒 | Dr. Rufus T. Barleysheath Community College District | 345602 | CCD | $90,000 |
| 🔒 | Plunkerville Union School District | 345603 | SSD | $300,000 |
| 🔒 | Merplopin Regional Occupational Center | 345604 | JPA | $90,000 |
| 🔒 | Smerpopolis County Office of Education | 345605 | COE | $90,000 |
|  |  |  | **Total** | **$955,000** |

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.   
  
**Response:** (500 words max.)

|  |
| --- |
| ACES’ overall goal is to provide services and curriculum, developed in both academic and vocational areas, to provide opportunities for students to be informed and prepared for the path they choose. Year one was seen as a foundational year: hire counseling and peer advisors; contract with local child care providers; and to assess students with learning difficulties; create accelerated curriculum and develop some vocational classes; unite staff for cross training, professional development, and clarify changes in progress. The Consortium engaged the work of Vision Literacy, a community-based organization, to open a referral center in downtown Gilroy and to provide beginning literacy classes. Year two is intended to implement what was created in year one or continue work on incomplete efforts, and expand class offerings. Additionally, distance education will be researched and implemented to enhance learning, and more vocational classes/programs will be explored, working closely with the Gavilan College CTE division, Community Education, and the regional CCC Deputy Sector Navigator. There will also be an effort to incorporate other community-based organizations into our consortium work. At the end of 2016-17, ACES will be providing HSD and HSE in all three consortium cities, with off-site HSE testing available, ABE curriculum and instruction for those needing support in the aforementioned programs, contextualized ESL in at least two areas, a Phlebotomy course and courses in noncredit and credit Hospitality. |

### 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** |
| Vision Literacy | CBO | Referral Center; literacy |
| EL PAJARO | CBO | Short-term entrepreneurship courses; consultation on ESL curriculum |
| FIRST 5 | CBO | Facility use |
| HOLLISTER | CBO | Facility use |
| Gilroy Library | CBO | Classroom space |
| San Benito County Library | CBO | Classroom space and literacy support |
| Learning and Loving Education Center | CBO | Classroom space and referrals |

SBB/SCC Social Services – CBO – classroom space and referrals  
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 consortium’s partnership with El Pajaro, a small-business incubation nonprofit, was very fruitful. The staff from El Pajaro worked collaboratively with consortium faculty to develop ESL curriculum focused on preparing students for opening or operating a small business. This curriculum, after approved, will lead to a short term certificate. El Pajaro also offered its 10-week training program for Spanish-speaking Consortium students. The training program is followed up with 10 hours of technical support. The training was fully enrolled and produced complete business plans and will be repeated next 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.

**Successes:** (200 words max.

|  |  |
| --- | --- |
| The courses mentioned in the Executive Summary highlight successes and additional services provided by Consortium collaboration. Additionally, the Gavilan noncredit program has offered a series of new ESL and ESL computer literacy classes across the region. Of particular note, new noncredit courses intended to bring lower level ESL students to the college have been very effective. Morgan Hill Adult School has added ESL levels, has introduced distance learning component in its adult High School Diploma Program, and has begun to offer ABE math workshops. |  |

***Challenges:*** *(200 words max.)*

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| --- |
| As for challenges, hiring of new personnel and use of existing staff faced difficulties. The Consortium still plans to move forward with the intended activities, but is more mindful of the fact that, as part of a system, change moves slowly, and that it is very important to be in constant dialogue with people. |

### 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.)

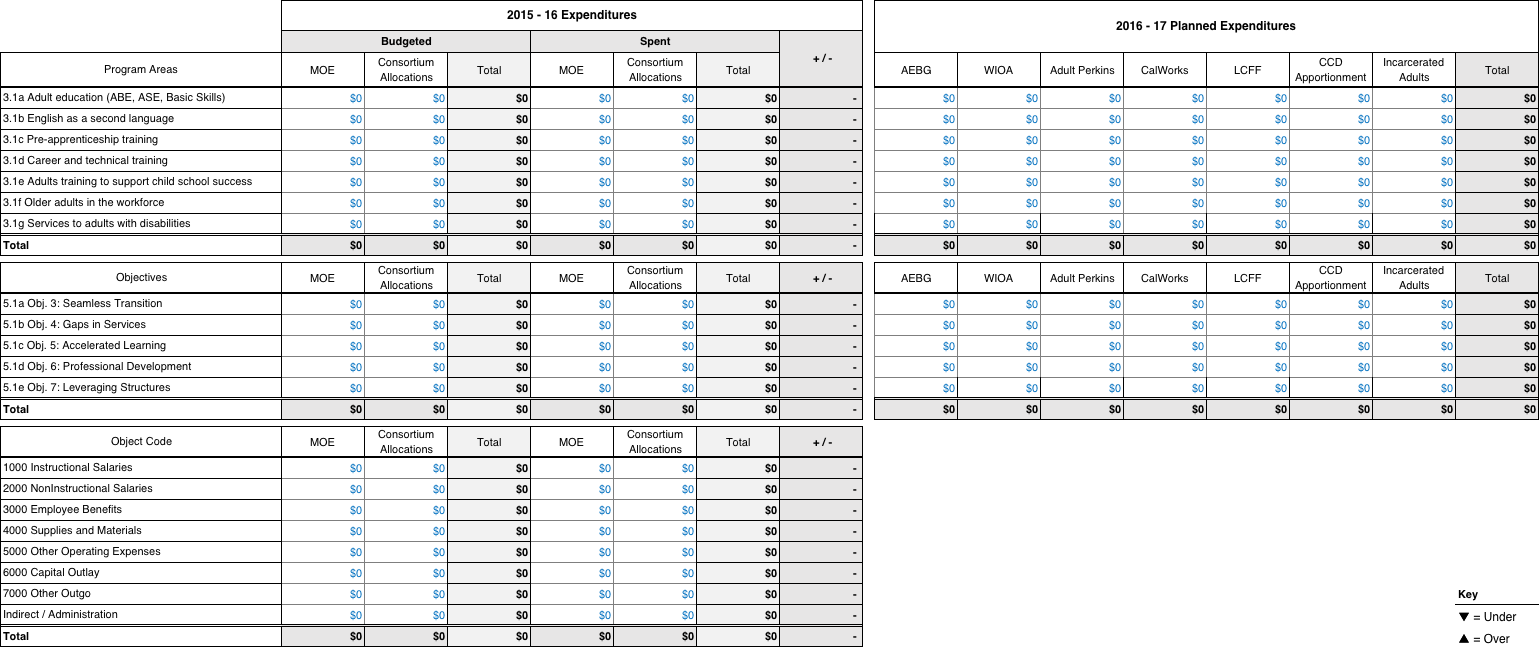
|  |
| --- |
| * Our consortium was successful in collaboratively developing new curriculum and educational programs. Once these are approved, the courses and programs will be offered. A series of new classes were offered across the consortium at both established and new locations. For example, a new ABE course was offered at the Morgan Hill Community Adult School and two new locations for the noncredit program were established in the community. |

**Challenges:** (200 words max.)

|  |
| --- |
| The college’s capacity to process contracts, personnel requests and other business procedures slowed down the Consortium ability to complete its work plan. Additionally, the college’s research and MIS capacity have made obtaining and utilizing data difficult. Lastly, the reporting requirements for the AEBG have been extensive and sometimes changing over time, which has occupied a large portion of staff time and been difficult to manage considering the governance structure of the consortium. |

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.



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**.

**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.

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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.

**Response**: (200 words max.)

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| --- |
| The adult schools, our community based organization partner, and the community college noncredit program all use CASAS and multiple measures for assessment and placement. Using CASAS and TOPSpro Enterprise, to collect data, a pilot will begin in 2016-17. Gavilan College has begun administering the college Math and English assessment to the adult school students at the adult school sites. Additionally, the credit ESL assessment is now being offered during noncredit orientation events to better place student in the ESL course continuum. The noncredit program has also implemented a common final across its courses. These final assessments are used to determine students’ preparation to progress to the next course. |

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/TOPSpro Enterprise | CASAS | MHUSD, GUSD, GC noncredit, SBHSD | Assessment and data collection |
| CELSA | CELSA | GC credit | ESL assessment |
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## 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.)

|  |
| --- |
| Using CASAS and TOPSpro Enterprise, to collect data from among all consortium members to track student enrollments, demographics, level completions, and attainment of objectives, will begin in 2016-17. The consortium also approved collaboration with the Contra Costa and Coast College consortia to co-invest in a super region data collection system. At the College, movement of students from noncredit to credit classes is tracked by the BANNER system. Semester-end final exams are given in College noncredit ESL classes to determine performance, which is used in addition to instructor input as used to determine progress. |

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** |
| TOPSpro Enterprise | CASAS | MHUSD, GUSD, GC, SBHSD | Data collection pilot |
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## 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:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Completion of postsecondary certificates, degrees, or training programs
4. Placement into jobs
5. 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.)

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| --- |
| * Headway was achieved in several areas: Adult Ed. HSE and HSD instructors consulted with college math and English instructors to determine curriculum needs to make students transfer-ready. In addition to tweaking secondary math curriculum, a lower level of math was created. Curriculum for both ABE math classes and math boot camps were written; Counselors encouraged students to transition from noncredit ESL classes in the community to the community college, resulting in one level of integrated classes on the College campus, the first time this movement has ever been achieved; the College also visited the adult schools to give the College assessment tests and to assist in the application preparation. A Gavilan College noncredit student advisor was used to provide more information to students about opportunities for students to transition to further education. Finally, discussion on data collection began, and a pilot with CASAS is going to begin Fall 2016 to create a student identifier and to track these students’ movement within the consortium. At the same time, agreement was made to co-invest with others in the super region to work on a larger data tracking and supporting system. * There were obstacles to hiring more counseling positions. Having a fulltime position and several part-time ones is still viewed as critical to the success of this work. The consortium programs will continue to persist in securing this additional work force as working with and establishing bonds with students and informing them of and providing opportunities for self-awareness and growth is at the heart of students taking steps to completion. |

#### 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** |
| 1 FT, 2 PT counseling positions | 2016-17+ | MHUSD, GC | Increase in the number of students transitioning and completing college educational plans | Data tracking: number of students complete one program who and transition to another | add | Delete |
| Student advisors | 2016-17+ | GC | Increase in the number of students who transition to Gavilan College | Data tracking: number of students complete one program who and transition to another | add | Delete |
| Offsite assessment | 2016-17+ | GC @MHUSD | Ease of preparation to transition to college work | Data tracking: number of students who transfer to the community college after program completion | add | Delete |
| Data collection | 2016-17+ | MHUSD, GUSD, GC, SBHSD | Compliance with State reporting needs | Successful and timely completion of required reports | add | Delete |
| Project Director | 2016-17+ | MHUSD, GUSD, GC, SBHSD | Coordination of efforts; guidance in compliance to State’s needs | Successful completion of consortium activities and requirements | add | Delete |
| Increased courses and programs | 2016-17+ | MHUSD, GUSD, GC, SBHSD | Increased course enrollment | Enrollment data | add | Delete |
| Incentives | 2016-17-18 | GC | Incentives to encourage the movement from classes in the community to the College | Number of students who transition to the College |  |  |
| (PT) Enrollment Clerk | 2016-17-18 | GC | Extra help in processing noncredit applications to allow students more rapid enrollment and subsequent attendance in classes | Number of new students admitted and enrolled each semester |  |  |

In services, the consortium planned to provide childcare, more counseling support for students and expand into new locations and populations. As noted above, there were internal issues in securing the additional personnel. As for childcare, three agencies were to supply childcare. Due to stringent requirements, two of the agencies reluctantly decided to not participate as they were unwilling to go to the necessary lengths to meet the terms of the contract. Gavilan College will able to execute a contract for Fall 16 with the First 5 of San Benito County. They will provide both facility space and child care playgroups.

In terms of instruction, two gaps were acknowledged: no elementary level of math and English to accommodate the needs of some students desiring to complete the HSE or HSD programs and limited availability of HSD. As a result, curriculum was written for ABE-level math, and preparations were made to open another HSD program within the consortium region. Groundwork, preparations and some initial work began in the area of short-term vocation courses, distance education courses and learning disabilities services. These will continue to be developed and offered in the following year. Gavilan noncredit program will also expand its location to 3 additional sites and corresponding neighborhoods. It is also partnering with county social service departments to offer a job preparation course for residents receiving aid or transitioning out of prison4: Gaps in Services

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

**Response**: (200

words max.)

#### 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** |
| Offer new ABE classes, workshops, or boot camps | 2016-17+ | MHUSD, GUSD, SBHSD | Better preparation to enter HSE and HSD programs | Comparatively better success in subsequent programs | add | delete |
| Offer HSD in Gilroy | 2016-17+ | GUSD | A viable HSD program where there was previously no program | Diminished enrollment of Gilroy students in other HSD programs | add | delete |
| Expand number of classes offered (5 per term) | 2016-17+ | MHUSD, GUSD, GC | Increased locations to access | Enrollment records | add | delete |
| Develop and/or offer online coursework | 2016-17+ | MHUSD, GUSD, GC | Increased enrollment | Enrollment records | add | delete |
| Update technology as needed; purchase new equipment | 2016-17+ | MHUSD, GUSD, GC | Ability to run newer software programs and provide technology where previously unavailable | Successful use of technology in instruction |  |  |
| Develop and offer short-term vocational courses; articulate with GC CTE | 2016-17+ | GC | Curriculum completed and courses offered | Course enrollment |  |  |
| Provide assistance to learning challenged students | 2016-17+ | MHUSD, GC | Students identified and training provided | Student records |  |  |
| Off-site testing for HSE | 2016-17+ | MHUSD | Improved access to testing | Number of students assessed |  |  |
| College assessments at adult ed | 2016-17+ | GC @MHUSD | Increased assessments | Student testing records |  |  |
| Provide enrollment and transcript review assistance, timely data collection/reporting (Enrollment Clerk) | 2016-17+ | SBHSD | Increased enrollment | Enrollment records |  |  |
| Childcare | 2016-17+ | MHUSD | Increased enrollment | Enrollment records |  |  |

### Objective 5: Acceleration

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

**Response**: (200 words max.)

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| --- |
| * In 2015-16, acceleration was a focal point in the area of ESL and HSD/HSE. In order to facilitate learning in the HSD and HSE programs, the development of the ABE curriculum was viewed as instrumental in moving students more effectively through the program; thus, the curriculum was created and will be offered in the following year. * In ESL, there was on-going discussion as to how to move students through the credit ESL curriculum more quickly. Integrated models were reviewed and discussed at length, with decision set to be made in Fall 2016. Even if the decision is made to convert discreet skill language classes to integrated classes, the curriculum process used at the community college level will not allow for these classes to be offered before Spring 2017 or beyond. To accelerate ESL student progress in the noncredit program, a concerted effort has been made to assess student readiness for the next course level and move students to the next level. All noncredit program courses will receive a progress indicator, and ESL courses are using a common final for each level. The progress indicators are being used to help students enroll in the appropriate subsequent course. Counselors are supporting this transition and enrollment. Students are also offered incentives to make transitions. Finally, contextualized ESL curriculum has been written and will be used in the coming year to accelerate students through their linguistic development while preparing them for a vocational pathway. * through their linguistic development while preparing them for a vocational pathway. |

#### 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** |
| Offer noncredit contextualized ESL classes | 2016-17+ | MHUSD,  GC | More pathways available and preparation for vocational areas increased | Student enrollment;  Achievement in vocational courses and/or exit to workforce | add | delete |
| Offer ABE classes, workshops, and or boot camps | 2016-17+ | MHUSD, GUSD, SBHSD | Better preparation for HSE and HSD programs | Comparison of student achievement and progress in HSE and HSD programs | add | delete |
| Implement level assessment and progress indicator system | 2016-17+ | GC | Improved student progression | Student progression data | add | delete |
|  |  |  |  |  | add | delete |
|  |  |  |  |  | add | delete |
|  |  |  |  |  | add | delete |

### 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.)

|  |
| --- |
| * In 2015-16, two joint activities were sponsored. The first, in January, was a two-hour meeting that brought instructors and staff from all consortium schools to learn more about AB 104 and the planning through AB 86 and beyond, and to talk about the vision that had been taking shape. In June, ACES sponsored a three-day professional development symposium that brought in experts in learning disabilities, testing and data collection, creating authentic learning materials and integrating reading and writing, to name a few. * The noncredit program has hosted faculty-led lesson share events each term. These sharing sessions will continue through the next academic year. Consortium funds have been and will continue to be used to support registration and travel costs for faculty to attend conferences. |

#### 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** |
| One joint two-hour meeting | Spring 2017 | MHUSD, GUSD, GC, SBHSD | Cross-consortium unity and understanding of annual vision | Survey | add | delete |
| Three-day professional development symposium | Spring 2017 | MHUSD, GUSD, GC, SBHSD | Application of new instructional methods | Survey | add | delete |
| Teacher Share opportunities | 2016-17+ | GC | Application of new instructional methods | Survey | add | delete |
| Mentoring for new instructors | 2016-17+ | MHUSD, GUSD, GC | Understanding of systems, program processes; ease of transition | Survey | add | delete |
| Prof. dev. opportunities | 2016-17+ | MHUSD, GUSD, GC, SBHSD | Application of new instructional methods | Survey | add | delete |
| Instructional Technology training | 2016-17+ | MHUSD, GUSD, GC, SBHSD | Increased use of technology in the classroom | Survey | 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.)

|  |
| --- |
| * Not counting the 13 course site partnerships, ACES worked with four community-based organizations in the past year and will continue to work with them in the new year and to add more partners. * ACES worked with Vision Literacy to begin a referral center in downtown Gilroy and subcontracted with the agency to provide some literacy classes. The consortium also worked with El Pajaro, a small business development nonprofit. El Pajaro offered a short term Entrepreneurship class + individualized counseling support for business start-up. The class was well-enrolled and attended. They also consulted with ESL instructors to develop the contextualized ESL entrepreneurship preparation class. Gavilan College noncredit program is leveraging partnerships to offer its courses at 13 community sites. These sites provide free space with some provision of childcare at no cost to the consortium. |

#### 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** |
| Referral, volunteer literacy, and provision of Service Learning opportunities for GC students | 2016-17+ | Vision Literacy | Coordination of Center, consortium marketing , small group Literacy instruction, | MHUSD, GUSD, GC, SBHSD | Increased visibility of consortium work in the community leading to increased enrollments; placement of GC students in the Center | Enrollment records | add | delete |
| Short term Entrepreneurship courses and one-one business development counseling | 2016-17+ | El Pajaro | Provision of instruction and counseling | MHUSD, GC | Completion of course and successful preparation of business plan | Enrollment records, final grades | add | delete |
| Course offerings | 2016-17+ | Learning and Loving Education Center | Space and referrals | MHUSD, GC | Increased enrollment | Enrollment records | add | delete |
| Facility use | 2016-17+ | Gilroy Library | Literacy support | GC | Increased access to literacy in the community | Attendance and completion records | add | delete |
| Facility use; possibility of tutor training | 2016-17+ | San Benito County Library | Facility space and literacy support | GC | Increased access to literacy in the community and increased  Enrollment for GC | Attendance and completion records; enrollment records | add | delete |
| Facility use and child care | 2016-17+ | First 5 | Childcare and facility space | GC | Increased enrollment | Enrollment records |  |  |
| Job preparation courses | 2016-17+ | SBC and SCC Social Services | Referrals and classroom space | GC | Increased student enrollment and college transitions | Enrollment and transition records |  |  |
| Student classroom aides | 2016-17+ | SBHSD, GC | Use high school students as aides in ESL classes offsite in the community | SBHSD, GC | Student volunteerism and instructional support for College instructors | Number of volunteers |  |  |

# 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)*

* 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

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