

AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-06

1.2 Consortium Name:

Partnership for Adult Education and Career Education

1.3 Primary Contact Name:

Graciela Vasquez

1.4 Primary Contact Email:

gvasquez@cerritos.edu

If applicable:

1.5 Fiscal Agent Name:

Cerritos CCD

1.6 Fiscal Agent Email:

ndelawalla@cerritos.edu

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Cerritos College	Graciela Vasquez	(562) 860-2451 Ext. 2490	Gvasquez@cerritos.edu	11-5-2015
Norwalk La Mirada Adult School	Sharon Renfro Todd	(562) 868-9858	STodd@nlmusd.k12.ca.us	09-14-2015
ABC Adult School	Dr. PaoLing Guo	(562) 926-6734	Paoling.guo@abcusd.us	11-06-2013
Downey Adult School	Blanca Rochin	(562) 940-6201	brochin@das.edu	09-15-2015
Bellflower USD	Patrick Dixon	(562) 356-9904	Pdixon@busd.k12.ca.us	11-14-2013

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

See attached PAACE governance document.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

<http://paace.net/wp-content/uploads/2015/10/151026-PAACE-Organizational-Chart.pdf>

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Cerritos College is the fiscal agent for the PAACE consortium. As the fiscal agent, Cerritos College will manage block grant funds and verify expenditures. The PAACE members will meet and make decisions about expenditures. Each member will be responsible for providing accounting of expenditures by the member. Thorough and continuous reviews will be made of all member expenditures and reported to the larger consortium body. Cerritos College will certify and report all PAACE Consortium expenditures to the State. As the Vice President/Assistant Superintendent of Fiscal Services, Mr. David El Fattal will be the certifying officer.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this 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 by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

Seizing this opportunity to rethink and redesign adult education for the Southeast Los Angeles

County region, the Partnership for Adult Academic and Career Education (PAACE) leadership has developed goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region.

After this initial year of implementation, the PAACE consortium will have a system in place that will formally link all adult education services in the region. Through the My Mentor program all PAACE students will be able to interface with one system and view adult education programs, get orientation, assessment, employment/or job and career assessments.

The plan for FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state, and federal resources to build a practical, effective network of adult education services. The PAACE Consortium recognizes the opportunity to seize the current political momentum backing workforce preparation programs at both the state and federal levels. PAACE further seeks to harness the passion of local school administrators to turn attention toward adults needing basic literacy skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success.

The PAACE regional Consortium will focus efforts for the 2015-2016 in the following primary areas:

1. Full establishment of a seamless transition process for adult students within the consortium to enter Cerritos College;
2. Provide education services to the Bellflower community through offering 7 to 10 adult education courses in the city district school sites. Course offerings will be those high in demand at the school sites with ESL as a priority;
3. Conduct articulation study session and workshop for consortium faculty to initiate and facilitate the collaboration and articulation of adult education programs with college programs;
4. Align and articulate adult education courses with Cerritos College and generally across member districts. A targeted 5 program areas among consortium members will convene and submit courses for articulation to college courses. Programs include: Accounting, Computer Information, and others determined by faculty.
5. Convene a taskforce to develop immediate and high need services for adults with disabilities;
6. Increase use of technology in basic skills, high school equivalency, and high school diploma programs, including use of online and open source materials;
7. Develop and provide pre-apprenticeship orientations at consortium member adult school sites and Field of Dreams Learning Inc.
8. Offer additional Basic Skills, Basic Literacy, and ESL courses in high demand consortium areas.
9. Expand career pathways in high demand, including a new Cosmetology program;
10. Coordinate workshops on common assessment and multiple measures for consortium counselors, faculty, and staff;
11. Publish standard policy for review and adoption of CASAS assessment results across consortium member districts;
12. Provide counseling support to consortium member districts that will bridge information regarding transitions to college and career;

13. Develop and align curriculum preparation for 3rd party CTE certifications for eligible programs within the PAACE Consortium, for example: Child Development with NLMUSD Adult and Cosmetology and Computer Office Technology at ABC Adult.
14. Region wide awareness for programs.
15. Professional develop for faculty and staff.
16. Purchase necessary equipment/furniture and supplies for program expansion.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the Member Allocations Workbook for Table 3.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required:

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LEPP*	GGPT	GGG Apprenticeship	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the Member Allocations Workbook for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required:

Table 3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)					
3.2b - Consortium Allocation					
Total	\$0	\$0		\$0	

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions

- o Defined and articulated pathways to postsecondary education or the workforce
- o Embedded access to student services including counseling, guidance, and follow-up

4.1a 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. What tools and vendors will you be using for these activities?

Educational Pathways: PAACE will align CTE programs with college programs in the following areas: Accounting, Computer Information, and others determined by faculty. Pre-apprenticeship programs that will lead to apprenticeship in either of three programs - Field ironwork, Electrical, or Painting.

High school equivalency/GED and high school diploma programs to college certificate, degree or transfer programs.

Alignment of:

Placement - consortium members will develop a shared system to document CASAS placement results and utilize CASAS appraisal results across the consortium member districts.

Curriculum - initiate work to align ESL levels across consortium. A structured and adopted grid of ESL courses offered at all member districts will align ESL course levels and how each member district's courses correspond to other's ESL courses throughout the consortium. Create work group to discuss curriculum and adopt alignment grid of ESL courses.

Align/articulate CTE courses from adult schools to the college credit CTE courses in areas such as accounting and computer information.

Assessments - consortium members will develop a shared system to document CASAS assessment results and utilize CASAS assessment results across the consortium schools. Cerritos College Accuplacer assessments will be administered at each consortium member site and results documented and utilized as the shared assessment for PAACE students transitioning to the community college.

Progress Indicators - a taskforce will be developed to review progress indicators across consortium programs. Common progress indicators will be adopted and shared indicators will be documented and published for reference by all PAACE members.

Major Outcomes –As a federal standard, all PAACE members use CASAS appraisals and assessments. Currently, PAACE consortium is working with the Lewis Center to create a regional adult education system that would interface with students, staff, and administrators. The K-16A Bridge project is adopting the My Mentor system developed by the Lewis Center that will hold various data fields for the entire consortium. One component of this system will include all assessment tests administered and results so that, a shared data system will be inclusive of any adult school member in the PAACE consortium.

4.1b 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?

All PAACE members collect attendance and progress indicators via systems such as AERIES, ASAP, or People Soft. These systems will continue in place for reporting to state entities. These existing systems house student demographic, enrollment, and attendance information. The data is collected for programs at the student and classroom, or course level.

In addition, PAACE will be adopting the My Mentor system to track student information such as demographics, enrollment, and attendance across the consortium. This information will be loaded by each consortium member and made available to administrators across the consortium. The collective information will provide a total summary of all enrollment and attendance across the entire consortium. The My Mentor system will allow PAACE to review total enrollments for every program and course by each consortium member, as well as by Consortium total. This will enable PAACE to track progress and assess whether targets are being met. It is expected that over time, the system will be able to capture progress, trends, courses that are articulated, passing of the high school equivalency exam, and job placement. The long term goal is that the system will serve as a main hub for collecting needed data from the consortium activities.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
ABE/ASE to CTE	2015-16	ABC Adult School Cerritos Community College	Pass GED/HiSET Increase of CTE registrations	GED/HiSET Test Result; Registration and Attendance
Articulation	2015-16	ABC Adult School Cerritos Community College Downey Adult School NLMUSD	Articulation agreements signed for 2-5 Programs	Meetings Agenda and Agreement s
CTE to the Workforce	2015-16	ABC Adult School Downey Adult School	75% Placement rate will be reached	Surveys and self-reports
ESL to CTE	2015-16	ABC Adult School Downey Adult School	Increase of ESL Completers that register to CTE by 5%	CASAS
ESL to ABE/ASE	2015-16	ABC Adult School Downey Adult School Cerritos Community College NLMUSD	Increase of ESL Completers to ABE by 5%	CASAS
VESL to Workforce	2015-2016	Cerritos College	40 Northgate workers complete VESL course	CASAS
ABE/ASE/HS diploma to CTE	2015-16	Downey Adult School or ABC	15% increase of completers register to CTE	CASAS
ABE/ASE, ESL CTE to community college	2015-16	All PAACE Members	25% of identified completers	Track enrollment
CTE, ESL, ABE to Apprenticeship	2015-16	Downey Adult School Cerritos College ABC Adult School	10% students will apply to apprenticeship	Provide orientations and pre-apprenticeship programs

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
CTE to CTE industry certification	2015-16	Downey Adult School ABC Adult School	70% industry certification will be reached	Examine third-party certification
Transition Services/ K-16A Bridge	2015-16	ABC Adult School Bellflower USD Cerritos College Downey Adult School NLMUSD Adult School	25% of completers will enroll at Cerritos College	Utilize technology, deliver and manage systems to enhance and support the transition
Region wide awareness of programs	2015-16	All PAACE Members	All programs will be aware of other's offerings	Streamline curricula. Align ESL classes with CASAS. Curricula

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium's region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

The PAACE consortium has identified gaps in adult education and services to the Bellflower community, limited literacy programs, offerings of ESL courses, counseling services, need for programs for older adults in the workforce, and programs for adults with disabilities. Provided the above priorities, the activities are listed in the table below:

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
New and expanded classes for Adults with Disabilities	2015-16	ABC Adult School Cerritos College NLMUSD	100-150 adults will be enrolled in the programs	Document course sections, registration and attendance
New and expanded classes for Older Adults in the Workforce	2015-16	ABC Adult School Cerritos College	100 Older Adults will be enrolled in the program for job training	Document course sections, registration and attendance
New and expanded classes for Adults training to support child school success	2015-16	ABC Adult School Cerritos College NLMUSD	35 courses will be provided throughout the year	Document course sections, registration and attendance

(New and Expanded)				
New sections will be added to English as a Second Language	2015-16	ABC Adult School Cerritos College NLMUSD DUSD	12 classes	Document course sections, registration and attendance
Offer ESL Courses in the Bellflower district	2015-16	All PAACE Members	10-12 ESL Classes in Bellflower USD	Document course sections, registration and attendance
Articulation	2015-16	All PAACE Members	2-5 programs	Curriculum adopted and contract agreements
K-16A Bridge Counseling Support	2015-16	Cerritos College	200 PAACE students access college counseling services	Utilize technology, deliver and manage systems to enhance and support regional counseling services
Alignment of course offerings to support student transfer between programs/locations	2015-16	All PAACE members	All programs will be aware of other's offerings	Streamline curricula. Align ESL classes with CASAS. Curricula
Region wide awareness of programs	2015-16	All PAACE members	All programs will be aware of other's offerings	PAACE website and shared marketing materials
Programs in healthcare	2015-16	Downey Adult School	20% increase	Expand existing facilities and other resources

4.3 - Objective 5: Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed by faculty, such as our pre-apprenticeship courses, contextualized retail management with Vocational ESL, articulation of career pathways, integrate technology in ESL and ABE courses and programs. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Implement "Project Success" in ESL Program	2015-16	ABC Adult School	Increased transition to CTE or workforce	CASAS
Implement TIP (Technology Integrated Project) in ESL Program	2015-16	ABC Adult School Cerritos College	iPads/tablets will be used on a daily basis in 50% of classes	Course outlines and CASAS
CTE to workforce	2015-16	ABC Adult School Downey Adult School	75% placement rate will be reached	Career awareness workshops & Join Our Business model documentation
CTE to CTE industry certification	2015-16	ABC Adult School Downey Adult School Cerritos College NLMUSD Adult School	70% industry certification will be reached	Examine third-party certification
Transition Services/K-16 Bridge My Mentor Program	2015-16	All PAACE Members	250-300 PAACE students will utilize My Mentor system	My Mentor data report documenting student use and services

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes. Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans

through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Articulation summit	Spring 2016	All PAACE Members	20 faculty will review courses and articulate 3-5 programs	Post articulated courses in PAACE system
My Mentor Counseling training K-16A Bridge	Spring 2016	All PAACE Members	5-10 counselors will be trained from multiple member districts	Training sign in sheet and survey
Technology use and integration to enhance and expand technology in instruction	Summer 2016	All PAACE Members	8-10 member district faculty will attend training and/or adopt technology in the classroom	Document training participants and technology use in the classroom
Common Core Workshops	November – December 2015	All PAACE Members	50 participants trained on Common Core	Document training participants

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education

- o Industry Employer Groups
- o Literacy Coalitions
- o Economic Development Regions
- o County Social Services - CalWorks
- o Employment Development Department (EDD)

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Student Orientation	Apprenticeship Painting & Decorating Contractors of America, Associated Builders & Contractors, Field Iron Workers	Industry executives to provide presentations or materials	All PAACE Members	Spring 2016	30 students	Data tracking of students participation
Taskforce for programs with students with disabilities	Department of Mental Health	Participate in meetings	Cerritos College Norwalk La Mirada Adult School	Summer 2016	NA	Document meetings with agenda, minutes, and sign in sheet
Support with Staff visits	EDD	Staff support	All PAACE Members	Summer 2016	Leverage information	Document services provided to adults
K-16A Bridge	Field of Dreams Learning Inc.	Facility use	Cerritos College	April 2016	20 students	Track students from Field of Dreams Learning to Cerritos College
Resources and workshop	WIB	Staff time and facilities	All PAACE Members	Spring 2016	6-8 faculty/staff	Document meetings with agenda and sign in sheet

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the

Member Allocations Workbook for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AB86 Allocation		WASA Title I (Adult Education & Literacy)	Adult Partners	Seniors	LEPP*	GEPF	GEPF Apprenticeship	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition			EXAMPLE							\$5
5.1b - Obj. 4: Gaps in Services										\$5
5.1c - Obj. 5: Accelerated Learning										\$5
5.1d - Obj. 6: Professional Development										\$5
5.1e - Obj. 7: Leveraging Structures										\$5
Total	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5	\$5

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

Table 6.2: Performance Outcomes by Member - Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From ABSS Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the Performance Measures Workbook for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

It should be noted that the previous data from the AB86 plan included enrollment numbers with combined sections which double-counted enrollments. Hence, this caused decreases in Basic Skills and Apprenticeship course enrollments. ESL totals increased slightly because initially ESL courses were counted based on a preliminary list provided. In this updated version the data includes all ESL and courses for immigrants that were identified as such via MIS data coding (data reported to the state).

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

Not applicable

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

In the first year of implementation, the PAACE consortium will be focused on institutionalizing the processes and tools needed to ensure the effectiveness of the collective work and collaboration. As such, PAACE will work with the Cerritos College K-16A Bridge project to implement the My Mentor software that will have a student, staff, and administrator interface. This system will collect data from all consortium members to document student information, student services, registration, enrollment, and track progress. Evaluation of activities and outcomes will be reviewed both by members, and then for the consortium overall. Furthermore, a Continuing Education Specialist dedicated to reporting and evaluating the consortium's activities, and outcomes will be supported by PAACE. This dedicated staff member will participate in monthly meetings with the PAACE members to report on progress, document outcomes, evaluate success indicators, and identify accountability measures needed to continue to meet PAACE goals and objectives. This will serve to ensure that PAACE is meeting set timelines, communicating with all members regarding activities and objectives needed and/or met, and continuously reviewing progress and effectiveness. As needed, the PAACE members will make adjustments toward the successful completion of stated objectives and goals.

Based on the articulated PAACE annual plan, consortium outcomes, activities, and indicators have been identified, and will be referenced when measuring the success of adult education services and programs. Included in this measurement will be the number of students served, number of additional courses offered, number of new programs developed, student attendance, student retention, success rate, articulated courses, transitions to work and college, certifications received in CTE or basic skills such as high school equivalency, etc. A full list of indicators are detailed in the PAACE annual plan.

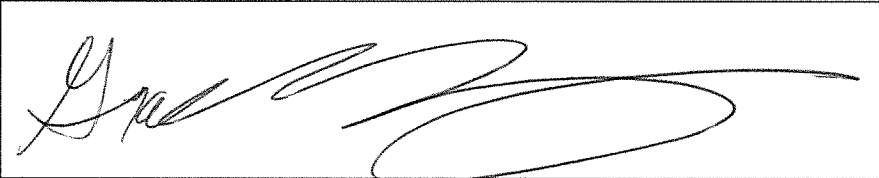
Already determined, the PAACE outcomes and activities will be documented and evaluated by

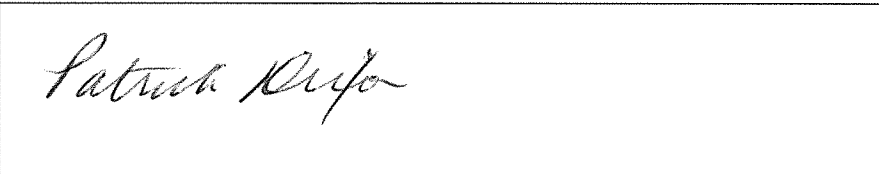
quantitative and qualitative measures. Where ever possible, the PAACE consortium is positioned to utilize technology to collect student, program, and services data. Existing tracking tools, such as MIS systems from each member district will be utilized as well as the CASAS intake and assessment information. These data collection tools will be leveraged to inform PAACE of needed data.

In addition, the Cerritos College research department will serve as support for collecting and reporting data to support the evaluation of the PAACE Adult Education Block Grant. Similarly, members (ABC, Bellflower, Downey, and Norwalk La Mirada adult schools) will utilize their district research support to the collection of data.

Surveys to student, faculty, staff, members, and partners will be administered and reviewed as well. In this manner, a comprehensive strategy is in place to assess the quantity and quality of the program's achievements. Lastly, overall regional data for PAACE such as indicators as to whether poverty or literacy rates have decreased will be included. These indicators will be collected and reviewed so that the consortium can determine the effectiveness of the quality and impact made on the region.

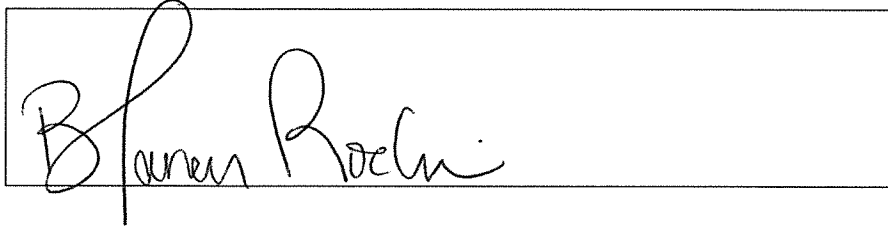
Section 7: Consortium Member Signature Block

Name:	Graciela Vasquez
Consortium Member:	Cerritos CCD
Email:	gvasquez@cerritos.edu
Date:	10/30/2015
Signature Box:	

Name:	Patrick Dixon
Consortium Member:	Bellflower USD
Email:	pdixon@busd.k12.ca.us
Date:	10/30/2015
Signature Box:	

Name:	Blanca Rochin
Consortium Member:	Downey Adult School
Email:	brochin@das.edu
Date:	10/30/2015

Signature Box:



Name:

Paoling Guo

**Consortium
Member:**

ABC Adult School

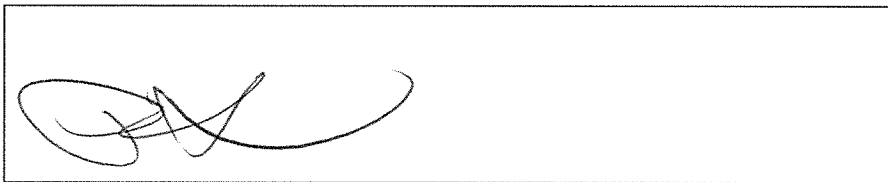
Email:

Paoling.guo@abcusd.us

Date:

10/30/2015

Signature Box:



Name:

Sharon Renfro Todd

**Consortium
Member:**

Norwalk La Mirada Adult School

Email:

stodd@nlmusd.k12.ca.us

Date:

10/30/2015

Signature Box:

