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:

> 15-328-010

1.2 Consortium Name:

> Coast Adult Education Consortium

1.3 Primary Contact Name:

> Dr. Andreea Serban

1.4 Primary Contact Email:

> aserban@cccd.edu

If applicable:

1.5 Fiscal Agent Name:

> Coast Community College District

1.6 Fiscal Agent Email:

> aserban@cccd.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
Coast Community College District	Dr. Andreea Serban	(714) 438-4698	aserban@cccd.edu	8/19/2015
Huntington Beach Union High School District	Steve Curiel	(714) 842-4227 x4401	scuriel@hbas.edu	9/15/2015
Garden Grove Unified School District	Connie Van Luit	(714) 663-6305	cvanluit@ggusd.us	10/20/15
Newport Mesa Unified School District	Vanessa Galey	(714) 424-8983	vgaley@nmusd.us	8/25/2015
Orange County Department of Education	Mary Lou Vachet	(714) 796-8806	mvachet@ocde.us	9/28/2015
Coastline Regional Occupational Program	Carol Hume	(714) 429-2222	chume@coastlinerop.net	10/22/2015

1.8 Use the <u>Governance Template</u> to describe how your Consortium operates programmatically and fiscally.

See attached

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.

See attached

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?

Coast Community College District (CCCD) is the fiscal agent for 2015-16 for the Coast Adult Education Consortium. The expenditures for the Adult Education Block Grant are based on the approved budget developed for 2015-16 by program and objective for each Consortium member. CCCD will reimburse each member for expenditures based on invoices submitted by each member. CCCD has a robust fiscal system through its Banner Enterprise Resource Planning (ERP) System. The grant will have its own budget account and number in the Banner ERP, as do all other grants managed by CCCD. Applicable expenses will be recorded in the appropriate budget category under the grant budget account and number. CCCD will roll up and report to the State on behalf of the Consortium. The Certifying Officer will be the CCCD District Director of Fiscal Services.

Section 2: Plan Summary for Program Year 2015-16

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 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.

In 2015-16, the Consortium will focus on the following in order to make progress towards the realization of the vision and goals of the Consortium's AEBG Three-year Plan:

- Human resources and technical infrastructure: administrative, counseling and support positions will be hired to provide the necessary staffing to conduct the activities and strategies described; technical infrastructure will be put in place to facilitate data tracking and analysis; on the community college side, the technical infrastructure will be put in place to support non-credit enrollment as well as tracking of students transitioning from the adult education schools to community colleges
- Development and implementation of the College Readiness Program, a collaborative program between Golden West College and Huntington Beach Adult School to accelerate the college readiness of high school diploma program students and their successful transition to college level programs
- Implementation of alignment of ESL placement test criteria and curriculum for the three Adult Education Schools in the Consortium
- Development and implementation of a robust outreach and transition support program for adult education students from the K12 Adult Education Schools to community colleges
- Development and implementation of a new personal care aide short-term non credit certificate offered by Orange Coast College
- Continue the work started during the AB86 Planning phase related to curriculum, competency and assessment alignment across K12 Adult Education Schools and community colleges
- Integration of the two Consortium members – Orange County Department of Education and Coastline Occupational Program - in the work of the Consortium
- Targeted professional development for faculty, teachers and staff to support the improvement of the grant programs and achievement of grant objectives
- Continued collaboration of regional partners to leverage existing structures

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.

See attached

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	LCFF*	CCPT	CCD Apportionment	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

EXAMPLE

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.
See attached

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)	$50,000	$300	1%		0%
3.2b - Consortium Allocation					
Total	$50,000	$300	1%	$0	0%

EXAMPLE

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:
    o Placement
    o Curriculum
    o Assessments
    o Progress indicators
    o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
    o 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

Align ESL curriculum levels and assessments at the K-12 Adult School Level – The three K12 Adult Education Schools have agreed and have been working on the alignment of their current ESL programs in order to create one coordinated system. Once this is completed, the K-12 Adult Education Schools will work with the community colleges to align the college ESL curriculum with the newly coordinated K-12 Adult Education School curriculum. In addition, the K-12 Adult Education Schools have agreed to develop one placement test that all Adult Schools will use. Once this is accomplished, work will begin to align and articulate the K-12 placement assessment with the college placement assessment. Progress indicators will be developed based in part on the performance objectives indicated in Table 6.1 which was included with the comprehensive regional plan submitted by the Consortium on March 2015.

Increase guidance, support and counseling staff – positions in both the K-12 and Community Colleges will be funded for the purpose of promoting, supporting, and tracking the successful transition of K-12 Adult Education School students into the Community College system. This is an area that the Consortium members feel strongly needs to be improved upon if we are to increase the number of students transitioning to post-secondary and continuing on successfully. These newly hired positions will work as a team to define pathways and develop a robust support and tracking system.

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?

During the AB 86 planning component, the teachers from the three Adult Education Schools in the Consortium worked together to align the tests used.

For English Second Language (ESL) testing:
At the adult education school level, the three ESL programs currently use a different appraisal process to determine which placement test students will be given. Each appraisal system does, however, include some type of oral assessment. The three schools would like to administer the same placement process. A teacher workgroup has been formed to create and implement this by spring 2016.

In addition to this appraisal process, the CASAS (**C**omprehensive **A**dult **S**tudent **A**ssessment **S**ystems/ Life Skills) assessment is used as a baseline for level placement. However, each Adult Education School uses a different matrix which is based on its scoring range and test number. This determines the appropriate level placement. Two of the three Adult Education Schools use this initial CASAS test as a ***pretest*** and follow up with the corresponding ***posttest***.

Huntington Beach Adult School has developed an ESL Level *Exit Exam/ Promotion System* which is aligned with the California State Model Standards. The other two Adult Education Schools plan to adopt this system by spring 2016. All three Adult Education Schools agree that this *Exit Exam/ Promotion System* should be modified as a completely computerized assessment. As it stands now, the paper version is labor intensive to correct. A teacher workgroup has been formed to evaluate the resources needed to implement a computerized assessment, such as computers and software. Currently the other two Adult Education Schools use the CASAS scores for level promotion.

At the ESL adult education level, the three Adult Education Schools use several of the same textbooks which are all aligned by the California State Model Standards. Instructors use assessment materials provided by the textbook companies. After observing ESL classes at Coastline Community College, a workgroup of higher level ESL Adult Education School teachers has begun to contact vendors in order to setup computer labs with online textbook components, as well as scheduling the necessary training for implementation. The goal is to offer an accelerated curriculum to prepare students for the rigors of community college.

For high school diploma, General Education Development (GED), and Adult Basic Skills (ABE) testing:
At the high school, GED and ABE levels, all three Adult Education Schools use different appraisals and placement tests to accommodate their program formats. Huntington Beach Adult School uses the CASAS 505 and 506 e-testing as the math assessment to place high school diploma students into the correct level of math. This testing package will be adopted by the other two Adult Education Schools, as well installed on computers.

Edgenuity, an online system that is Common Core based, is currently being used by Huntington Beach Adult School. No textbooks are necessary and assessments are done directly on the computer. Garden Grove and Newport Mesa Adult Schools both use a combination of packets, textbooks and seat-time. Discussions continue of how these programs can be aligned. A teacher workgroup plans to establish a formal referral process among the three Adult Education Schools.

Huntington Beach Adult School currently uses a variety of assessments to measure student progress and competencies. Within the ESL program, students are given both a school developed assessment which measures verbal, listening, reading, and writing skills and the CASAS pre-test. Both assessments are taken into account when determining placement. Huntington Beach Adult School will work with the other Adult Schools to modify the school developed test to better fit the needs of all K-12 Adult Schools and then work with the Community Colleges to do the same. Huntington Beach Adult School then uses the CASAS for post-test to measure student progress and a school developed promotion test to determine if students are ready to move on to the next level.

In the Huntington Beach Adult School High School Diploma program the CASAS pre-test is used for placement into ASE or ABE classes. All students can begin ASE level classes but those students scoring below ASE reading or math levels are required to take a support class.

In Huntington Beach Adult School's CTE programs students are given reading and math assessments to determine the ability to succeed in CTE programs. Students not scoring high enough on these assessments are required to take a support class.

Teachers from the three Adult Education Schools and faculty from the Coast Colleges have reviewed and discussed the similarities and differences between the assessments conducted in the two systems. The next step in this collaborative work is to determine whether it is feasible to develop alignments between the tests used in Adult Education Schools and Community Colleges in the sense that placement at a certain level using an ESL/English/Math test in the Adult Education School would be equivalent to the placement at a related level using an ESL/English/Math test in the Coast Colleges.

As agreed during the planning phase, every academic year a number of Adult Education students, identified by the Adult Education School teachers, will take the community college placement tests to determine their readiness for college-level work. In addition to the assessments used for placement purposes, the College Readiness Program that will be implemented by Coast Colleges working with each of the Adult Education Schools will include diagnostic testing such as ALEKS (**A**ssessment and **LE**arning in **K**nowledge **S**paces) which will help focus working with each Adult Education student on the remediation areas specific to the student and accelerating preparation and readiness for college-level English and Math.

At the college level, the three Coast Colleges use placement tests approved by the State Chancellor's Office for ESL, English and Math. These tests are as follows:
For English assessment testing: Computerized and in-person:
• ACT Compass Writing
• APS Writing testing booklet for SOAR testing (applying for re-approval from Chancellor's Office)

For English Second Language (ESL) testing: Computerized and in-person
• ACT Compass ESL Grammar Usage
• ACT Compass ESL Listening
• ACT Compass ESL Reading

• ESL Booklet Test – Combined English Language Skills Assessment (CELSA)

For Math Assessment testing: Computerized and in-person:
• Four level test booklets from UC/CSU
• Mathematics Diagnostic Testing Project (MDTP):
• Elementary Algebra (Level 2)
• Intermediate Algebra (Level 3)
• Pre-Calculus Readiness (Level 4)

Additional multiple measures are questions that students answer on Scantron forms and are used to adjust the overall raw score to increase the likelihood of appropriate placements. The college applies the following multiple measures:
• Overall high school GPA
• Number of years the student studied English in any country
• Number of years the student studied English in the US
• Number of years separated from school
• MDTP diagnostic sub-scores for mathematics

Eligible exemptions from the placement test may include one of the following:
• Students who have taken a placement test at a California Community College within the last two years and submit test scores to the Assessment Center for placement in math and/or English (excludes ESL).
• Students who have received a score of "3" or above on an AP math and/or AP English exam and submit test scores to the Admissions/Records Office for placement in math and/or English.

All new credit students at Coast Colleges are provided with an opportunity to participate in the assessment process in the Assessment Center. Assessment is not mandatory; however, it is strongly recommended. Students are encouraged to participate in the assessment process to increase opportunities for college success and to assist in the qualification for priority registration. Testing sessions are available on-campus at various times of the day throughout the year. Placement recommendations based upon a test session are available within one working day.

Separate testing sessions are scheduled for native and non-native speakers of English. Non-native speakers of English are encouraged to take placement tests designed specifically for ESL (English as a Second Language) students. The students are not, however, precluded from taking the tests designed for native speakers of English. Information is provided in Spanish and Vietnamese as well as English.

Testing accommodations are available for students with disabilities. These include extended timed tests for students with documented disabilities, diagnosed learning disabilities, writers for the physically disabled, and interpreters for hearing-impaired students. Appropriate documentation is made of all special accommodations. Performance of these students is monitored for disproportionate impact. The College Disables Student Programs and Services (DSPS) verify the necessity of accommodation and provide all assessment testing though the DSPS office.

At the college level, several adjustments were made to the assessment for placement process and /or

procedures. Orange Coast College's Assessment Center will be administering off-campus testing via its Freshman Priority Registration program at 20 schools from 6 school districts. These students will have an opportunity to attend Fast Forward, a one-day orientation and assessment workshop. All three colleges have recognized the need to increase test preparation awareness prior to taking the placement assessments. This is now being done in person, by phone, and via chat. Websites have been redesigned and PowerPoint presentations have also been developed to effectively increase this awareness. Due to a higher demand, the colleges have expanded their Assessment Center hours of operation and staffing, as well as offering more test dates and larger lab areas.

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?

Huntington Beach Adult School uses ASAP as its student information system (SIS). This SIS is able to track student enrollment including demographics and placement tests at the school, program, course and class level. Huntington Beach Adult School, along with other K-12 Adult Education Schools, is working with ASAP programmers to align with the performance measures required in Table 6.1. The system will allow the administration to share performance data with instructors so that they can better support student progress and help schools meet program outcomes.

Garden Grove Adult School/Lincoln Education Center's students are initially tracked in the AERIES system via our registration form. Demographic information is collected as well as educational history, ethnicity, primary language, educational and personal goals, and job status. The information is transferred from AERIES to the TOPSpro Enterprise (Tracking of Programs and Students' Progress) twice a week. The TOPSpro Enterprise is software provided by CASAS (Comprehensive Adult Student Assessment Systems/Life Skills). Using this software, we are able to produce a wide range of reports with important data necessary to evaluate our population and program. At the classroom level, instructors fill out the TOPSpro Enterprise UPDATE forms for their students each semester. The section marked "Reason for Exiting" is valuable to help us analyze if our targeted program outcomes have been met such as assisting students to: complete a program, meet a goal, obtain a job, obtain a better job or transfer to post-secondary education. Ongoing communication between the instructor and the student is vital in helping students meet their goals. A formal Needs Assessment Survey is given on the first day of class as well as school-wide surveys throughout the year.

The CASAS Listening and Reading appraisal system is used to place students in the appropriate level course. CASAS Life Skills Reading Tests are used as a baseline for promotion and improved scores are tracked between a Pretest and a Posttest. The data is used to identify strengths and areas of improvement with individual students as well as identifying areas of need in curriculum and instruction.

Coast Community College District has a robust Enterprise Resource Planning system – Banner – which contains detailed information at the student level regarding results of placement test, enrollments, performance at the course and program levels, and demographics. The District has built a comprehensive data mining and analytics infrastructure using the information contained in Banner to provide for tracking and analysis of targeted program outcomes.

The missing component is a system that tracks students, along with all pertinent information at the individual student level, from the Adult Education Schools through Community Colleges. The Consortium will work together to develop and implement data sharing agreements and a mechanism for collecting, matching and tracking student data from both the Adult Education Schools and the Community Colleges in order to gain a better understanding of the student demographic and academic preparation characteristics of Adult Education School students who successfully transition from the Adult Education Schools to the Community Colleges.

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
Improve transition counseling to career and/or academic pathways through the following: Develop an outreach program for K12 Adult Education based on current model used by community colleges to conduct outreach to high schools Implement early academic orientation and counseling for K12 Adult Education students to community college programs to prepare students for academic and career development. Enhanced academic counseling and student transition by tailoring counseling plan to particular population needs: • Alignment of skills, abilities,	Nov 2015-June 2016	CCCD HBAS GGAS NMUSD OCDE Coastline ROP	Increase in the number of students transitioning from K12 Adult Education Schools to Community Colleges	Number of adult education students participating in early orientation and academic and career counseling Number of student education plans developed with and for adult education students Number of outreach events conducted

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
and goals to pathways • Career counseling • Increased frequency of counseling appointments • Increased counselor involvement in transitions • Outreach to improve transition process				
Create site specific criteria to administer assessments so that results are recognized by consortium constituents (K12 Adult Education and Community Colleges)	Nov 2015-June 2016	CCCD HBAS GGAS NMUSD OCDE	Clearly defined assessment criteria aligned across the K12 Adult Education and Community Colleges	Number of students who took assessment at the K12 Adult Education School who transitioned to community college at the expected level of English or Math
Implement adult education alignment by level /curriculum /competencies developed during the AB86 planning phase	Nov 2015-June 2016	CCCD HBAS GGAS NMUSD OCDE	Alignment of respective curriculum and competencies at the Adult Education Schools	Placement tests utilized Course syllabi Textbooks utilized

4.2 - Objective 4: <u>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.</u> 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).

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
Maintain MOE capacity (based on 2012-13) at Adult Schools by providing funding for increased annual costs	Sept 2015-June 2016	HBAS GGAS NMUSD	Maintain the current number of classes offered	Compare number of students served in 2015-16 to 2014-15
Work with newly opened OCDE Charter School	Sep 2015-June 2016	OCDE CCCD HBAS GGAS NMUSD	Create pathway to either the Adult Education Schools and/or the Community Colleges	Number of students from the Charter School who enroll in Adult Schools or Community Colleges the following academic year
Coordinate with Coastline ROP	Nov 2015-June 2016	Coastline ROP CCCD HBAS GGAS NMUSD	Incorporate Coastline ROP offerings in Consortium academic and workforce pathways	Number of students from the Coastline ROP who enroll in Adult Education Schools or Community Colleges the following academic year
Coordinate with local K-8 school districts for facility use and outreach in order to serve more adults	Sep 2015 – June 2016	HBAS	Increase ESL enrollment by 4%	Compare ESL enrollment in 2015-16 to 2014-15
Increase student awareness of High School Diploma program on online school access	Sep 2015 – June 2016	HBAS GGAS NMUSD	Increase High School Diploma enrollment by 9%	Compare enrollment of students served in 2015-16 to 2014-15

4.3 - Objective 5: <u>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.</u> 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. 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
Develop and conduct pilot of College Readiness Program for Adult Education Students. The focus of this program is on Math and English Refresher Courses, Career Planning Course, College Success Course, and Financial Aid Workshops.	Nov-June 2016	CCCD – Golden West HBAS	At least 10% improvement of post-test assessment results compared to pre-test assessment results for Adult Education students participating in the program At least 40 Adult Education students participating in the program will transition from Adult Education to college-level credit courses.	Pre- and post-test results for Adult Education students participating in the program Subsequent enrollment in college-level credit courses
Development of contextualized ESL for college Accounting programs	Nov 2015-June 2016	CCCD-Coastline	Increased number of ESL students enrolling and completing an Accounting certificate or associate degree	Track number of students enrolled in program
Development of Personal Care Aide short-term non-credit certificate	Nov-June 2016	CCCD-Orange Coast	New Personal Care Aide certificate offered with 20 students enrolled in first year	Track number of students enrolled in program

4.4 - Objective 6: <u>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.</u> 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 might also describe joint team participation in professional development activities offered 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
Coordinate professional development attendance so that Adult Education School teachers and Community College faculty attend and collaborate	Nov 2015 – June 2016	CCCD HBAS GGAS NMAS OCDE	Faculty, teachers and staff from both Community Colleges and Adult Education Schools will jointly attend professional development events and develop skills and knowledge base	Track the number of Community College and Adult School staff attending the same professional development events.

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			together, with a focus on improving student transition from the Adult Education Schools to the Community Colleges	
Classroom observations between K12 Adult Education Schools and Community Colleges	Nov 2015 – June 2016	CCCD HBAS GGAS NMAS OCDE	15 teachers and faculty will participate	Track the number of Community College and Adult Education School faculty and teachers involved in classroom observations and subsequent improvements or changes made in curriculum or services to students
Student Success Workshops: Practices and services that demonstrate improved successful outcomes for students that teachers and faculty can consider in their instructional design and student communication.	January 2016 – June 2016	CCCD HBAS GGAS NMAS OCDE	40 teachers and faculty will participate	Track the number of Community College and Adult Education School faculty and teachers involved in workshops and subsequent improvements or changes made in curriculum or services to students

4.5 - Objective 7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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:
   o WIBs
   o Chamber of Commerce

o County Libraries

o 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
Coordinate with local K-8 school districts for facility use and outreach in order to serve more adults	Westminster School District Ocean View School District Huntington Beach City School District	Use of facilities Promoting Adult Education programs	HBAS	Nov 2015 – June 2016	Increase ESL enrollment by 4%	Compare enrollment of students in 2015-16 to 2014-15
Coordinate with local high school district for facilyuse and outreach in order to serve more adults	HBUHSD	Use of facilities Promoting Adult Education programs	HBAS	Nov 2015 – June 2016	Increase ESL enrollment by 9%	Compare enrollment of students in 2015-16 to 2014-15
Coordinate with Boys and Girls Club to provide child care, transportation, and tutoring services for families	Boys and Girls Club of Huntington Valley	Child care services Transportation services Tutoring services for K-12	HBAS GGAE	Nov 2015 – June 2016	Number of families served –children and adults	Tracking participation in services provided and subsequent enrollment in Adult Education programs

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
College CalWorks offices will increase their outreach efforts to Adult Education	CalWorks Offices		CCCD HBAS GGAE NMUSD OCDE	Nov 2015 – June 2016	Adult Education School students	Compare enrollment of students in 2015-16 to 2014-15
Coordinate with the local library to provide tours and the issuing of library cards to ESL Adults	Garden Grove Regional Branch	Tour, library cards, Book Mobile	GGAE	Nov 2015 – June 2016	Adult Education School students	Number of students who received a new library card
Collaborate with The Chamber of Commerce/ Women's Division to provide scholarships for students who excel in CTE/Workplace Literacy classes	Garden Grove Chamber of Commerce/ Women's Division	Scholarships	GGAE	Nov 2015 – June 2016	Students who excel in CTE/Workplace Literacy classes	Track students receiving scholarships
Partner with Channel 3 Cable and the Vietnamese radio station to continue to publicize programs	Channel 3 Cable and the Vietnamese radio station	Advertise and promote Adult Education programs	GGAE	Nov 2015 – June 2016	Communities served by Channel 3 and the Vietnamese radio station	Increase in enrollment
Provide family support services and program referrals with a focus on helping low-income families	Project Hope Magnolia Resource Center The Boat People SOS	Providing support for low-income families	GGAE	Nov 2015 – June 2016	Local families	Tracking participation in services provided
Coordinate with OCWIB, Orange County Business Council, local libraries to maximize	OCWIB Orange County Business Council Local Libraries	Hosting outreach and distribution of relevant information Making referrals	CCCD HBAS GGAS NMUSD OCDE	Nov 2015 – June 2016	Local population who can benefit from the programs and services offered	Tracking referrals and participation in programs and services

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
referrals to appropriate educational programs and support services						

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.

See attached

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

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

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.			

together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

	AY 2013-2014 Numbers From AB86 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				

EXAMPLE

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.

Measures 6.2g and 6.2h – currently, community colleges do not have the ability to track or access a system that contains this information for all students who participate in the programs covered by the Adult Education Block Grant.

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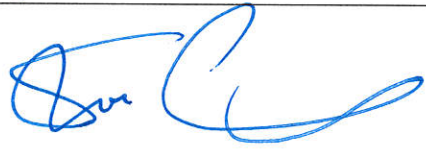
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6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The Consortium will track and evaluate its activities and strategies, as outlined in the one-year and three-year plans, and the performance measures noted in Table 6.1. The Consortium Executive Committee will seek feedback from the faculty, teachers and staff involved in these activities to evaluate their effectiveness. The Consortium plans to take a continuous improvement approach informed by both qualitative and quantitative data, information and analyses.

Section 7: Consortium Member Signature Block

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Signature Box:	*Carol Hume*

Coast Adult Education Consortium Organizational and Governance Chart

- CCCD Coastline Community College Golden West College Orange Coast College
- Garden Grove USD
- Local School Districts
- Workforce Investment Board (WIB)
- Executive Committee
- CCCD Fiscal Agent
- Newport-Mesa USD
- Coastline ROP
- Chambers of Commerce
- Libraries
- Community-Based Organizations/ Social Services Organizations
- Orange County Dep of Education
- Huntington Beach Union HSD

Partners
Members

Primary contact: Dr. Andreea Serban Chair Executive Committee