



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

Section 1: Consortium Information

1.1 Consortium Grant Number:	13-328-11
1.2 Consortium Name:	Tri City Adult Education Consortium
1.3 Primary Contact Name:	Jerry King
1.4 Primary Contact Email:	JKing@paramount.k12.ca.us
1.5 Fiscal Agent Name:	Paramount Unified School District
1.6 Fiscal Agent Email:	JKing@paramount.k12.ca.us

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

Consortium Membership (Table 1.7)

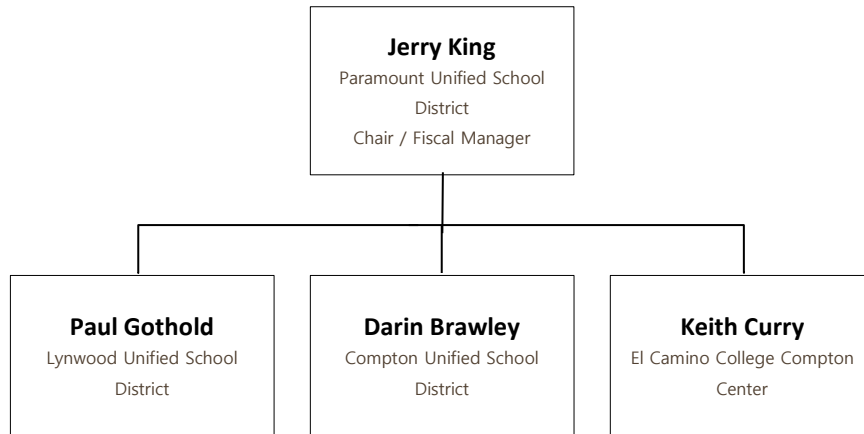
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Compton Unified School District	Darin Brawley	(310) 639-4321	dbrawley@compton.k12.ca.us	October 27, 2015
El Camino College Compton Center	Keith Curry	(310) 900-1600 x 2000	kcurry@elcamino.edu	October 27, 2015
Lynwood Unified School District	Paul Gothold	(310) 886-1600 x76601	pgothold@mylUSD.org	October 27, 2015
Paramount Unified School District	Jerry King	(562) 602-8080	JKing@paramount.k12.ca.us	October 27, 2015

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

The Tri City/ Chaffey Regional Adult Education Consortium is included under separate cover.

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.



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?

The Tri City Consortium is comprised of Compton Community College District, Compton Unified School District, Lynwood Unified School District and Paramount Unified School District. These member agencies of the consortium have approved Paramount Unified School District to continue to serve as the consortium’s fiscal administrator (agent). This decision was reached at a meeting of the consortium’s executive committee on October 20, 2015.

Management of consortium funds will follow all federal, state, county, and district guidelines within standard and acceptable accounting and auditing practices as they pertain to management of Adult Education Block Grant (AEBG) resources.

Under the direction of the Paramount Unified (PUSD) Chief Financial Officer, Paramount USD will devote a Budget Specialist to manage the AEBG and communicate with the consortium’s executive committee Co-Chairpersons and/or Project Manager and the member agencies in facilitating grant expenditures, as reflected in the consortium’s regional plan, and as necessary be approved at formal meetings of the consortium by a majority vote of the membership. Consortium-wide expenditures will be invoiced through the fiscal administrator (agent).

Member agencies will supply the necessary support documentation and fiscal reports necessary for reimbursement. Agency reimbursement will be processed for payment on a monthly basis. As the fiscal agent, Paramount USD will certify consortium-related budgets and expenditures.

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.

For year one, plans have yet to be submitted and approved and funds have to be made available. In all likelihood, given these realities – time constraints, funding, holidays, programs already in motion - it would be realistic to assume that momentum will not build until the first of the year.

In keeping with the scope, content, and letter of Governance Guidelines, Tri City members and staff will participate in Brown Act training in mid-November.

Following completion of the March Regional Plan, Tri City members and staff began discussions that focused specifically on developing standardized consortium student orientations; additionally, other discussions focused on member priorities and projects that could serve the region through expanded and improved district programs. Tri City will expand its joint committee efforts to address workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways.

Understanding that AB 104 expands fundable program areas to include specific parenting goals and specific older adult goals, initial discussions have begun and will continue as these areas are explored for 2nd year pilots. Discussions will intensify with potential partners so that MOUs can be developed to leverage resources with Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Adults with Disability Services. Current district data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized / dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilot that will

conclude in April 2016. Feasibility studies will be funded to explore expanding and improving services to Adults with Disabilities. Additional discussions, research and feasibility studies will focus on developing logistics programs that focus on the Alameda Corridor opportunities associated with the Tri City region. Having the ability to pilot career pathways through Career Cruising will improve ESL student program selection and transitions into higher-level literacy programs and/or career technical education. To the extent that construction, refurbishing, upgrading and/or expanding facilities is needed, budgets and plans will be developed so that after local approval, medical career programs, career centers and services to adults with disabilities can be both expanded and improved and funded through consortium allocations. Additionally, Health Informatics, a new career opportunity will be piloted in the spring. By the end of year one, a marketing/communications plan will be developed and funded so that new student segments can be recruited and stakeholders will be aware of the plan, focus and projected outcomes.

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.

Each member of the Tri City Consortium has disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.1.

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.

Each member of the Tri City Consortium members has disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.2.

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.

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?

As a working definition, measurement should be summative, formative, and driven by key performance indicators (KPIs). Formative measures should be in real time or close to real time.

For the Tri City Consortium, any and all aspects of this regional plan will be measured and/or tracked and evaluated. Additionally, the Tri City Consortium discussed developing similar measurement tools for outcomes projected beyond completion of consortium programs.

The Tri City Consortium group felt that traditional measurements of student growth and gains should not be abandoned in the interest of more summative measurements such as diplomas, degrees, and career certifications. Both will be improved and expanded as part of the Tri City measurement strategies.

Measurement tools involve dashboards, observation, formative and summative testing, competencies progress, demonstration of skills, and Learning Management Systems (LMS). To this end, the consortium has elected to adopt Career Cruising, and is currently investigating possible linkages into their local data systems (CASAS & ASAP); current district data management systems will provide baselines and measurements until a regional assessment system is selected, currently targeted for April 2016.

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?

District data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized/dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilots that will conclude in April 2016. Both ASAP and SchoolGauge have provided webinars and demonstrations of adaptable tools.

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

Other Key Integration and Seamless Transition Activities (Table 4.1c)

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
Develop joint articulation committees	Y1	ALL	- Articulation agreements are developed across K-12 and CCD institutions	- Number of students served, retention tracking
Implement consortium-wide electronic career portfolios	Y1	ALL	- Consortium institutions select shared career portfolio tracking tool - Standardized intake, placement, assessment procedures	- Quantitative evaluations showing 20% increase in career roadmaps for students - Evaluations of retention and placement data
Create student passport program	Y1	ALL	- Students enroll / attend courses at consortium partner institutions - Students have a wider array of career pathways	- Evaluations of enrollment data - Number of students served, retention & completions tracking

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).

Key Activities for Addressing Gaps (Table 4.2)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Establish career centers to support cross-consortium transition and student success	Y1	All	<ul style="list-style-type: none"> - Improved retention - Improved student performance - Career certification and employment - Standardized intake, placement, assessment procedures 	<ul style="list-style-type: none"> - Tracking and exit interviews, customer service satisfaction surveys, job placement data
Increase visibility of consortium services through marketing, communications, and targeted outreach	Y1	All	<ul style="list-style-type: none"> - Increased enrollment in existing programs - Improved awareness of student needs 	<ul style="list-style-type: none"> - Compare enrollment data for different target populations - Survey students at enrollment as to source of information - Attitude awareness and usage outcomes
Expand consortium reach and impact through scalable pilots using distance, virtual, and blended approaches	Y1	All	<ul style="list-style-type: none"> - More students in these types of services. - Student retention, completion, and progress data. 	<ul style="list-style-type: none"> - Student / Teacher surveys, evaluating data on enrollment, retention, impact and efficacy of pilots

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).

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.

Key Activities for Accelerating Student Progress (Table 4.3)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Scalable pilots in contextualized learning, VESL and work ethics	Y1	All	<ul style="list-style-type: none"> - Increases in enrollments - Accelerated progress through course sequences 	<ul style="list-style-type: none"> - Persistence rates; grades earned - Number of students requiring additional tutoring compared with traditional classroom instruction courses.
Short-Term Career Certifications, with a particular emphasis on Health Careers, Logistics, and Construction	Y1	All	<ul style="list-style-type: none"> - Increased numbers of certifications - Increased job placements 	<ul style="list-style-type: none"> - Job placement data, - Evaluation of income data increases
Supplemental distance learning courses (blended / virtual)	Y1	All	<ul style="list-style-type: none"> - Increased registration - Removal of scheduling constraints 	<ul style="list-style-type: none"> - Persistence rates; grades earned - Evaluation of time taken from initial enrollment to completed of selected programs

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.

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.

Key Activities for Professional Development Collaboration (Table 4.4)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Consortium goals and assessments	Y1	All	<ul style="list-style-type: none"> - Shared understanding of intent and outcomes of AEBG (i.e., traditional outcomes to workforce outcomes) - Counseling and guidance services are expanded to include student interests, workforce skills, and financial resources. - Intake personnel are skilled at counseling incoming students about goals and needs and enter on a tracking form the student can utilize throughout adult school attendance. 	<ul style="list-style-type: none"> - Number of people trained - Tracking data entered and used - Customer service satisfaction surveys, tracking and exit interviews - Consortium-wide protocols for intake, common assessments, career resources, and articulation agreements are established among members
Career and academic pathways	Y1	All	<ul style="list-style-type: none"> - Counseling and guidance services are expanded to include student interests, workforce skills, and financial resources - Course offerings are enhanced by 	<ul style="list-style-type: none"> - Number of Pathways created and used - Number of staff and faculty trained. - Proportion of students who now have educational and career plans
Contextualized learning to accelerate student progress	Y1	All	<ul style="list-style-type: none"> - Faculty develop expertise in contextualized learning opportunities - Pilot courses in VESL are developed - Trained consortium staff develop and implement peer trainings based on PD received. 	<ul style="list-style-type: none"> - Number of contextualized courses developed and implemented - Student / teacher evaluations of pilots
Technology that supports Instruction (i.e., technology-based formative intervention)	Y1	All	<ul style="list-style-type: none"> - Faculty develop familiarity with use and best practices regarding technology-based instructional supports. - Increased / improved integration technology in curricula and instructional practices. 	<ul style="list-style-type: none"> - Number of teachers trained, - Number of students using the systems - Data on retention, progress and completion to gauge impact.

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.

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

Key Activities for Leveraging Structures and Assets (Table 4.5)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Outcomes Expected	4.5g. Method of Assessing Impact
Leveraging existing assets and structures	Integrated Health & Wellness College	<ul style="list-style-type: none"> - Instructors - Staff - Equipment - Program Development - Recruitment - Clinical Site - Placement Instructors 	CAS/IHWC	Y1	<ul style="list-style-type: none"> - Students get ready for licensures - Job placement assistance for completers 	<ul style="list-style-type: none"> - Interviews, surveys of students and employers regarding job placement. - Job placement data
Leveraging existing assets and structures	America Truck Driving School	<ul style="list-style-type: none"> - Instructors - Staff - Equipment - Program Development - Recruitment - Placement 	All	Y1	<ul style="list-style-type: none"> - Participants pass Test with DMV to receive License to Drive - Increases in student referrals - Increase in grant applications - Improved job placement rates 	<ul style="list-style-type: none"> - Numbers of completers - Meetings, Production of Materials, Program Design, Communications Plan
Leveraging existing assets and structures	Cement Masons Apprenticeship	<ul style="list-style-type: none"> - Instructors - Staff - Equipment - Program Development - Recruitment - Placement 	All	Y1	<ul style="list-style-type: none"> - Cement Masons pre-apprenticeship - Improved job placement rates 	<ul style="list-style-type: none"> - Data regarding completers - Qualitative analysis of referrals data - Job placement data
Leveraging existing assets and structures	Department of Rehabilitation	<ul style="list-style-type: none"> - Funding for Training - Trainers/Teachers - Program Development - Recruitment of Sites for students to work 	All	Y1	<ul style="list-style-type: none"> - Increases in student referrals - Increase in grant applications - Improved job placement rates - 	<ul style="list-style-type: none"> - Qualitative analysis of referrals data - Job placement data

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.

Each member of the Tri City Consortium has disclosed their funding by source. Please see the Member Allocations Workbook included in this submission for additional information regarding Table 5.1.

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide 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.

Each member of the Tri City Consortium has provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.

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.

Each member of the Tri City Consortium has provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.

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)

The Tri City Consortium does not have additional measures to report at this time.

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 Tri City Consortium will leverage the strong relationships established between institutions during the AB86 planning year, and conduct its business consistent with the policies and procedures outlined in the Governance template and of the districts to which each member belongs. The Consortium will measure its effectiveness primarily through qualitative and quantitative evaluations of progress toward its stated goals and the progress metrics provided by the state.

Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:


Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box: 