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

PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

07-61754

1.2 Consortium Name:

Contra Costa County Adult Education Consortium

1.3 Primary Contact Name:

G. Vittoria Abbate

1.4 Primary Contact Email:

abbategv@mdusd.org

If applicable:

1.5 Fiscal Agent Name:

Contra Costa County Office of Education (CCCOE)

1.6 Fiscal Agent Email:

LKhan@cccoe.k12.ca.us

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
Contra Costa Community Colleges District Office (CCCCD)	Andrew Jones		Ajones@4cd.edu	
Pittsburg USD	Anthony Molina		amolina@pittsburg.k12.ca.us	
Antioch USD	Brian Clark		bclark@antioch.k12.ca.us	
Liberty HSD	Debbie Norgaard		norgaard@libertyhsd.net	
Diablo Valley College	Emily STone		estonedvc.edu	
Mt. Diablo USD	G. Vittoria Abbate	925-685-7340 ext. 6710	abbategv@mdusd.org	
Liberty HSD	Guy Rognlien		rognlien@luhsd.net	

Contra Costa College	Jason Berner		jberner@contracosta.edu	
Mt. Diablo USD	Jennifer Sachs	925-682-8000 ext. 4026	jsachs@mdusd.org	
Martinez USD	Kathy Farwell		kfarwell@martinezusd.net	
Los Medanos College	Kevin Horan		khoran@losmedanos.edu	
Diablo Valley College	Kim Schenk		kschenk@dvc.edu	
Contra Costa County Office of Education	Lindy Khan		LKhan@cccoe.k12.ca.us	
Pittsburg USD	Lynne Nicodemus		lnicodemus@pittsburg.k12.ca.us	
Antioch USD	Mike Santos		mikesantos@antioch.k12.ca.us	
Contra Costa College	Mojdeh Mehdizadeh		mojdeh@4cd.edu	
Los Medanos College	Nancy Ybarra		nybarra@losmedanos.edu	
Martinez USD	Rami Muth		rmuth@martinezusd.net	
Acalanes Adult Education	Steve France		sfrance@acalanes.k12.ca.us	
West Contra Costa USD	Valerie Garrett		vgarrett@wccusd.net	
West Contra Costa USD	Wendell Greer		wgreer@wccusd.net	

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

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?

1.8 Attached is the Governance Template of the Contra Costa Adult Education Consortium (CCCAEC) of December 10th, 2015.

1.9 The Organizational Chart of the Contra Costa County Adult Education Consortium (CCCAEC) is attached.

1.10 The Contra Costa County Adult Education Consortium (CCCAEC) has elected to have a Fiscal Agent in Year 1 (2015-2016) and the Fiscal Agent is the Contra Costa County Office of Education (CCCOE).

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.**

The Contra Costa County Adult Education Consortium (CCCAEC) recently during the revision of its 3-year plan and budget, retooled the first year plan to determine what in the pan was actionable during the first year, 2015-2016. During this process, each member was tasked with retooling their individual plans to inform the collective regional plan. Upon completion of this step, the Steering Committee met to act on the recommendation of a Budget Sub-committee to accept the proposed individual member revised plans.

At the end of 2015-2016, the CCCAEC plans to have the following components in place:

- Standing sub-regional faculty and staff workgroups for Basic Skills, ESL and Career Technical Education
- Consortium Manager hired to manage "business" of the Consortium: arranging monthly and special meetings of the Steering Committee, Consortium budget development & monitoring, assist Fiscal Agent, preparation of deliverables, AEBG reports &reporting, facilitation of sub-regional faculty & staff workgroups, facilitation of Steering Committee workgroups, website updating, community outreach & engagement, etc.
- Workgroups budget & fiscal; assessment & data; and, pathways & transitions
- Curriculum alignment mapping well underway for Basic Skills, ESL and Career Tech Education
- Transition Specialists for cross-referrals between and for K-12 adult schools and community colleges hired
- Support services currently offered by K-12 adult schools and community colleges being "leveraged" by Transition Specialists for transition of students between systems
- Begin leveraging regional Career Pathways Trust (CPT) and workforce development resources to support Consortium initiatives and work

- Establishment of process for developing systemic articulation agreements

In addition, the CCCAEC intends to reassess mid-year (by the end of 2015-2016), the Consortium Annual Plan implementation and expenditures to make any adjustments necessary at that time.

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	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

Please see refer to Table 3.1 attached to this document with our email submission.

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.

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%

Please refer to Table 3.2 attached to this document with our email submission.

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
  - Defined and articulated pathways to postsecondary education or the workforce
  - 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?

The Contra Costa County Adult Education Consortium (CCCAEC) has no assessment plan in place at this time. However, the Consortium is in the process of establish a separate Assessment and regional workgroup to work with the current three (3) sub-regional faculty and staff work groups already formed for Basic Skills, Career Technical Education and ESL. This new workgroup will be responsible to the Consortium Steering Committee to make a recommendation on how to establish a common assessment in each of these program areas that can be piloted in 2017-2018.

At present the three sub-regional faculty and staff workgroups are discussing and mapping program entry and exit points, steps that would lead to program alignment and congruence across each system (congruence among K-12 adult schools and congruence among the three community colleges).

Mapping of the current entry and exit points, current expected learning outcomes compared to current student outcome data, etc. are being worked on internally by each system (K-12 adult schools and community colleges) to prepare for future discussion about expected outcomes from K-12 adult schools to align to community college entry requirements.

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?

The Contra Costa County Adult Education Consortium (CCCAEC) dedicated one of its regularly-scheduled monthly meetings of its Steering Committee for the specific purpose of discussing data collection and data systems. The meeting which was convened on January 14th, and facilitated by WestEd. Official representatives of CASAS and ASA were invited to participate. The discussion centered on how to establish a data integrated cross-system platform and/or leverage current data collection systems for the purpose of tracking student enrollment, demographics and performance across both the K-12 and community college systems.

The community college state-wide platform, Launch Board, is a data integration system with the potential for cross-system use. It was decided that the Consortium would continue to research, with the assistance of

WestEd, the development of a data reporting plan to meet Consortium data reporting needs. However, it was also decided that additional research and discussion was first needed to examine what data elements are common to both systems, what data is currently collected, how it is collected, aggregated and disaggregated, how data will be collected from the student/classroom level, how will outcome targets be decided, what additional data for AEBG deliverables is required and how current vendors (CASAS, ASA, Cal-Pass Plus) might help facilitate the development of a local pilot.

The Steering Committee also discussed how AEBG funding ($25,000,000.00) at the state level which has legislatively been authorized for data collection and analysis (85% to the field and 15% to AEBG), might support this local initiative. Additional discussion centered on how a local pilot might be dovetailed with other local pilots state-wide.

Next steps by the CCCAEC on data collection and systems will be the establishment of an assessment and data workgroup at the regular monthly meeting of the Steering Committee in March in order to continue this discussion and planning with WestEd, CASAS, ASA, with the possible addition of Cal-Pass Plus.

4.1c – Objective 3 continued: List <u>other</u> 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
Sub-regional faculty/staff workgroups: Basic Skills, Career Tech Ed & ES L	Already underway since the inception of AEBG Consortia in 2014-2015	K-12 Adult School program administrators & faculty along with community college administrators & faculty	Curriculum mapping, alignment and possible development of common assessments	TBD
Consortium Manager	April 1st, 2016	Steering Committee Co-chairs	Facilitation of building of Consortium structure and organization as well as management of Consortium business, programs & activities	Formal Performance Review at the end of initial six (6) months of Independent Services Contract. Performance evaluation tool still to be developed by co-chairs for review & approval by Steering Committee.

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
Apprenticehips	2016-2017	Mt. Diablo USD & Martinez USD.	Development of 1-2 pilot apprenticeship programs in 2016-2017.	To be determined.
Bridge programs	2015-2016	Mt. Diablo USD	Identification of "Best Practices" model components based on current Mt. Diablo USD "Building Skills for the Trades" and Project ACCESS (ECE) bridge programs from Mt. Diablo Adult Ed (MDAE) to Diablo Valley College (DVC) for possible replication in other content areas.	To be determined assessment of impact will be based on development of a new instrument that can identify and measure "successful student transition points" from K-12 Adult Schools (MDAE) to community colleges (DVC).
Transition Specialists	2016-2017	All seven K-12 Adult Schools, the CCCOE, all three community colleges.	Initially in 2016-2017, lattice or cross-referrals from K-12 Adult Schools to community colleges and vice versa, based on student needs assessments yet to be developed and used in tandem with current Adult School and community college instruments for this purpose.	Numbers of students transitioned, persistence, course trajectories, etc.

Specific data elements and tool(s) or instrument(s) for measuring and assessing impact, yet to be developed. |

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).

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
Recruitment & hiring of Consortium Manager	April 1st, 2016	Co-chairs, G. Vittoria Abbate (Mt. Diablo USD), Dr. Andrew Jones (CCCCD), Lynne Nicodemus (Pittsburg USD) & Steve Lawrence (Acalanes HSD)	Organizational support and facilitation support of sub-regional groups	Outcomes-based performance Independent Services Contract by Mt. Diablo USD on behalf of Consortium
Development of enhanced and new partnerships with CBOs, business & industry county-wide	2016-2018	All institutional members	Increased collaboration for student support services, training opportunities for students	Increase in number of formal collaborations by means of MOUs and increase in number of collaborative training programs
Establishment of CTE programs in Antioch USD	2016-2018	Dr. Brian Clark, Antioch USD & Mike Santos, Antioch USD	Establishment of initial CTE course(s)	Student course completions and transitions to post-secondary and/or jobs/careers, student surveys
Enhance Family Literacy Centers student support services	2016-2018	G. Vittoria Abbate, Mt. Diablo USD, Lynne Nicodemus, Pittsburg USD	Increased student support services for students in Family Literacy programs for transitioning to other adult education programs as well as to post-secondary	Increased number of students receiving support and transition services as well as increase in number of type of services available to students
Expansion of High School Diploma program	2015-2016	Debbie Norgaard, Liberty HSD	Addition of evening HSD classes	Increase in HSD student enrollment, number of students on track for HS graduation & increase in number of graduates

Restore ESL in East County	2016-2018	Debbie Norgaard, Liberty HSD	Restoration of ESL classes day & evening cut during 2008-2009 state-wide budget reductions	Increased number of day & evening ESL classes & increase in student enrollment in these classes & increase in student gains as reported through CASAS annual reporting

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
Alignment of ESL programs across K-12 system to create congruence to subsequently facilitate articulation from ESL to ABE or	2016-2018	All via faculty/staff sub-regional (Central, East & West County) + cross-regional work groups	Program congruence by means of development of common intake placement standards &	Instrument(s) to assess ease & accuracy of student transitions/placements from one K-12 Adult Ed institution to another yet to be

			common assessments	developed
HSD as well as ESL to CTE.			common assessments	developed
Student transition planning information & supports from K-12 Adult Ed CTE to Community Colleges CTE programs	2016-2018	All via faculty/staff cross-regional work group	Articulation agreements between K-12 Adult Ed and community college CTE programs that are systemic & between institutions rather than only faculty member to faculty member	Increase of systemic articulation agreements between K-12 Adult Ed and community colleges & increase in number of students transitioned from K-12 Adult Ed to community college CTE programs
Expansion of CTE partnerships with regional business & industry partners	2016-2018	All institutional members	Increase in number of CTE partnerships by and between K-12 Adult Ed & business/industry partners as well as between community colleges & business/industry partners	Increase in number of formal partnerships and MOUs between institutional members and regional businesses/industries
Articulation of Mt. Diablo USD K-12 Adult Ed (MDAE) EMT program with Los Medanos College (LMC) for Emergency Medical Transport (EMT) + Business Occupations Training (BOT) with Diablo Valley College	2016-2017	Mt. Diablo USD K-12 Adult Ed, (MDAE) Diablo Valley College (DVC) & Los Medanos College	Articulation agreements that are systemic between institutions rather than only between faculty members of institutions	Registration & enrollments in articulated programs + persistence of students enrolled in articulated program + number of completion from articulated community college program
Development of a co-enrollment program between West Contra Costa Adult Education (WCCAE) ESL & Contra Costa College (CCC) Early Childhood Education (ECE) & CTE programs		West Contra Costa Adult Education (WCCAE) & Los Medanos College (LMC)	Establishment of a co-enrollment ESL/Early Childhood Education (ECE) & CTE programs	Registration & enrollment of students in co-enrollment program, persistence in each program + completions from each 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
Facilitation Training	2015	All institutional member representatives	Increase in knowledge base of Consortium leadership Steering Committee members to facilitate cross-system meetings of faculty & staff	TBD
ESL data discussions between Mt. Diablo USD K-12 Adult Education (MDAE) & Diablo Valley College (DVC)	2016-2018	Mt. Diablo USD Adult Ed (MDAE) & Diablo Valley College (DVC)	ESL program alignment between Mt. Diablo USD K-12 Adult Education (MDAE) & Diablo Valley College (DVC)	Successful transition of students from Mt. Diablo USD K-12 Adult Ed (MDAE) to Diablo Valley College (DVC) ESL program as evidenced by "warm hand-offs", student persistence in DVC ESL program + student completions in DVC ESL programs
Math instruction professional development opportunity for East County K-12 Adult Education & community college faculties	2016	Antioch USD K-12 Adult Education, Pittsburg USD Adult Education, Liberty HSD Adult Education & Los Medanos College	Expanding knowledge base of K-12 and community college adult education faculty on basic math instructional strategies for adult learners	TBD
Community colleges workshop on Career Ladders Project	2016	All	Expanding knowledge base of all CCCAEC institutional members regarding Career Ladders Project for future discussion on possible regional county-wide	TBD

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			"scaling-up" for adult learners of member institutions	
AEBG Summit	2015	Five (5) member institutions (& 5 representatives) participated (Diablo Valley College, Mt. Diablo Adult Education, Acalanes Adult Education, Pittsburg Adult Education & Contra Costa County Office of Education Jail Ed program	Increase in knowledge base of AEBG guidelines for local consortium work + developing a base of information regarding current developments in consortia plans & planning state-wide	TBD

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:
- 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
Regional resources mapping	Workforce Development Board (WDB)	Spearheading project	Input from Consortium Members	Just recently completed	-Not Applicable-	Usefulness will be assessed by Member Institutions from input from Support Staff (such as Transition Specialists) using WDB tool/instrument developed
Career Pathways Trust Grant (CPT Grant)	Contra Costa Community Colleges, Mt. Diablo USD, Martinez USD, Pittsburg USD, West Contra Costa USD & Antioch USD	Regional participation and emerging collaboration to leverage staffing resources, develop systemic articulation agreements, etc.	Please refer to column #2 listing Consortium Institutional Member participants	Currently in process and operation in Contra Costa County	Basic Skills/Adult Basic Education (ABE) Adult Secondary Education (ASE) students of K-12 Community College Adult Education programs	Data elements to assess impact being discussed and developed
Dedicated time during Consortium Steering Committee meeting for discussion about leveraging *all*	None. This activity is specific to leveraging resources of Consortium Member Institutions at this point in time.	TBD	All	April 2016	-Not Applicable-	TBD

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
Institutional Member resources per AB104 Assets Allocation chart (MOE, Perkins Grant, Career Pathways Trust, etc.) for forward planning and support of Consortium Regional Plan						

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 AEBG Allocation		VVIOA 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 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)

	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				

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

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.			

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.

Please refer to the attachments from each and all member institutions regarding Project Performance Target Outcomes per Item 6.2 above. There are no unique or extenuating circumstances to report and describe at this time.
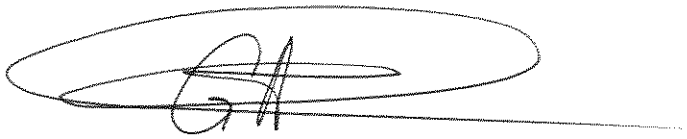
6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

No additional measures are expected to be tracked at this time unless and until an Assessment and Data Workgroup (to be appointed mid-March 2016) make a recommendation to the Steering Committee based on the work to be accomplished on data collection, analysis and systems as outlined in 4.1b above.

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 Contra Costa County Adult Education Consortium (CCCAEC) has not yet defined within the scope of its Governance Procedures (on file with AEBG), the specific or exact approaches or measures that will be used to evaluate the effectiveness of the Consortium. To date, there has been some discussion regarding this but no conclusions or decisions made. The timeline to do this is immediate and will be a discussion item on the regular monthly meeting scheduled for April 14th. It is anticipated that a workgroup may be convened on this subject to further discussion possible approaches and measures, solicit stakeholder (student, faculty, administrator, community) input and for the purpose of recommendation(s) to the Steering Committee. It is anticipated that there will be elements of this process which will included, but not be limited to, student, community and workgroup review of data with information gathered through surveys, focus groups, from input at public presentations/meetings, via the CCCAEC website, etc.

Section 7: Consortium Member Signature Block

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Consortium Member: Contra Costa Adult Ed Consortium
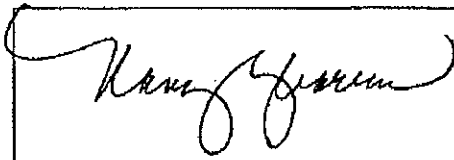
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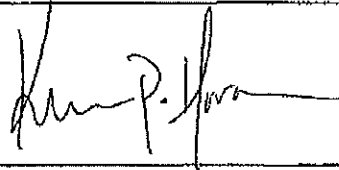
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Consortium Member: Pittsburg Adult Education Center
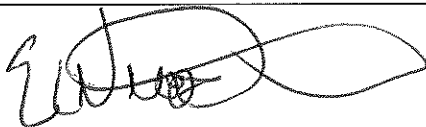
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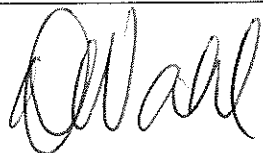
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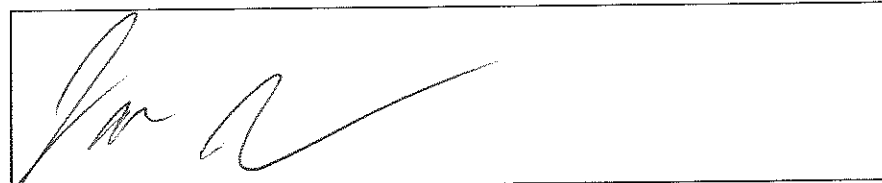
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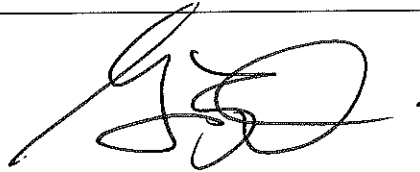**Consortium Member:** Guy Rognlien

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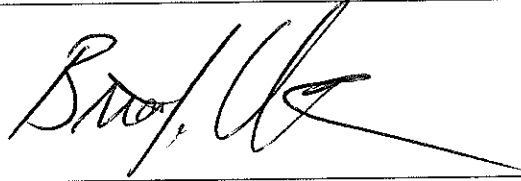
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