



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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:
15-328-

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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
College of the Desert	Pam Hunter	760-773-2508	phunter@collegeofthedesert.edu	10/6/2015
Coachella Valley Adult School	Jereme Weischedel	760-398-6302	jereme.weischedel@cvusd.us	7/14/2015
Riverside County Office of Education	Deanna McCarty	760-863-3065	dmccarty@rcoe.us	10/14/2015
Desert Sands Unified School District	Larry Bellanich	760-771-8612	larry.bellanich@desertsands.us	9/15/2015
Palm Springs Unified School District	Milt Jones	760-770-8563	mjones@psusd.us	7/28/2015

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

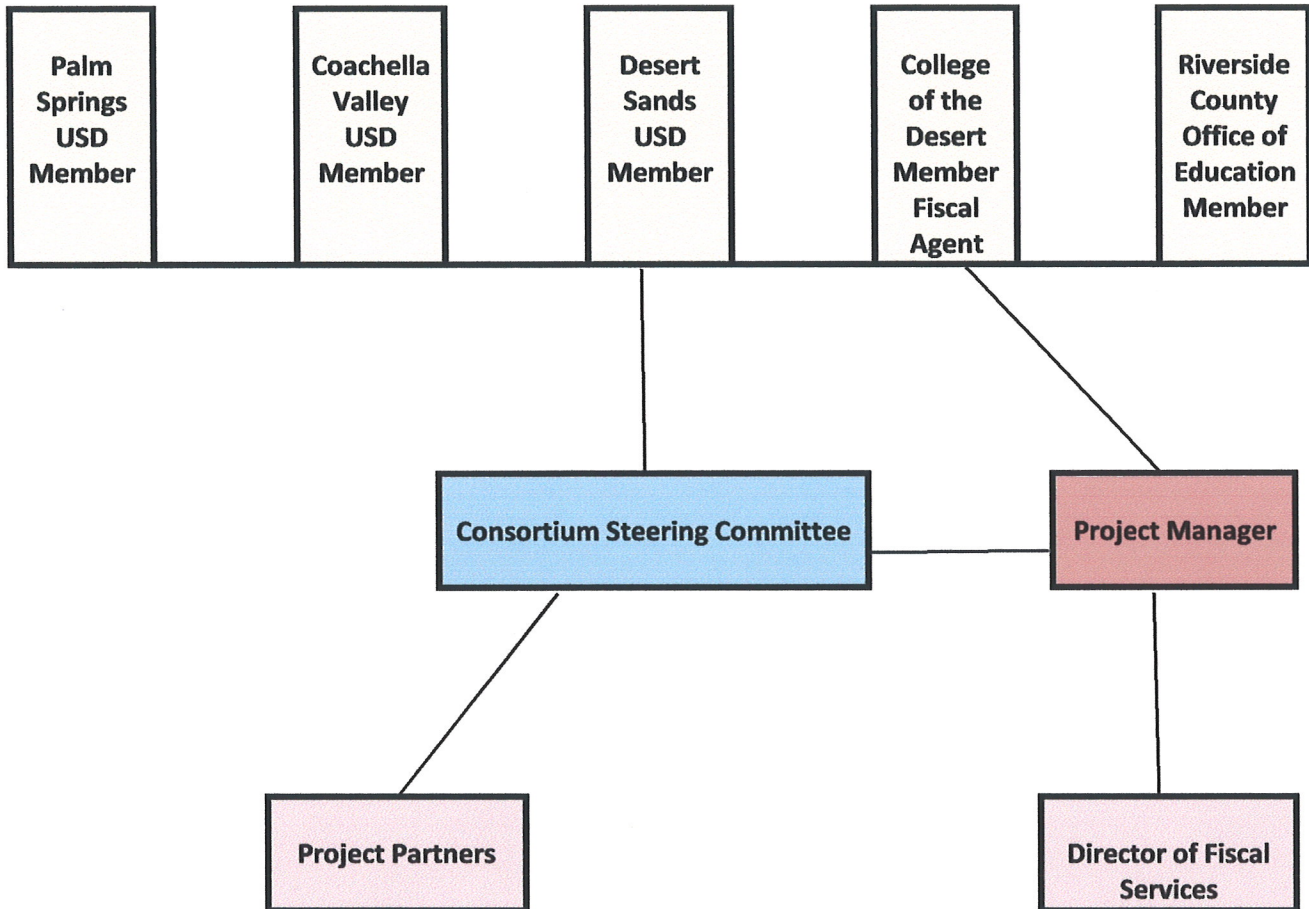
Programmatically the Desert Regional Consortium is comprised of five members, College of the Desert, which serves as our fiscal agent, Coachella Valley Adult School, Desert Sands USD, Palm Springs USD, and Riverside County of Education. Each LEA has a board/trustee approved member for the purpose of voting on issues pertaining to the consortium. All questions of voting, quorums, and procedures are stated in our by-laws and/or in the Governance Plan. All members and their designees will receive Ralph M. Brown Act Training.

College of the Desert was our fiscal agent for the AB86 Planning Grant and current Extension. Galaxy software maintains all income and expenditures with reports delivered to the Chancellor's Office via electronic portal at the appointed reporting periods.

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.

Desert Regional Consortium

Organization Chart



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?

[College of the Desert was our fiscal agent for the AB86 Planning Grant and current Extension. Galaxy software maintains all income and expenditures with reports delivered to the

Chancellor's Office via electronic portal at the appointed reporting periods. The Fiscal Director in tandem with the Project Manger provide justifications for all expenditures and final certification based on approved expenditures for the consortium.

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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.

[For year one, plans have to be submitted, approved and funds will be allocated in accordance to the Member Allocation Form which was approved by the Desert Regional Consortium. In all likelihood, given the realities of timing, time constraints, holiday season, programs already in motion, it would be realistic to assume that momentum will not build until the first of the year. The Desert Consortium will hold region-wide "town hall meetings" and focus groups to identify partners, existing resources, current education and training programs, industry needs for training and certification, and student interest. The consortium will begin addressing gaps in service areas by increasing course offerings in the allowable program areas, reduce student barriers to education, and enhance and expand student services. Additionally, the consortium will initiate the formation of joint committees to address workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways. These committees will include our partners in the region that also supply workforce training and services.

In addition to the five program areas outlined in AB 86, new program areas focused on parents and older adults will be explored for potential consortium funding. Discussions will intensify with potential partners so that MOUs can be formed to leverage resources with agencies such as, Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Tribal Nations.

Current district data management systems will provide baselines, metrics, and measurements. The consortium will bring on line when available from the state, a state approved MIS system for additional measurements.

Existing services offered to students will be compiled and cross-walked to identify gaps. One specific analysis include ESL students in the various programs; creating a methodology to

determine students' goals and identify pathways best designed to meet those goals. These results will inform strategies that will improve ESL student program transitions into higher-level literacy programs and/or career technical education.

Similar discussions will focus on selection of tools designed to create electronic career portfolios; deployment of this tool will begin with scalable pilots with incremental expansion in future years. To the extent that construction, refurbishing, upgrading and/or expanding facilities is needed, budgets will be developed so that after local approval, Sacramento can easily allow use of AEBG funds for facility improvements.

By the end of year one, a marketing/communications plan will be developed and funded so that new student segments will be recruited and stakeholders will be aware of the plan, focus and projected outcomes. The consortium is committed to developing a trackable, measurable and achievable marketing and communications plan that not only brings more students to the programs, but also provides clear and effective systems for industry to participate in creating the desired workforce pathways and the ability to hire qualified employees. While content and delivery are critical pieces, marketing and communications will create and deliver the message that assures students that by investing time and energy with the Desert Consortium, they will get jobs, maintain jobs, get better jobs and/or go to college.

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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

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the

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

Table 3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

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

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

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments

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

[In order to maintain efficient data collection and application, members' intake procedures begin with the front desk office staff that is responsible for collecting, entering and auditing data for errors. Another method is online registration. As an example, two data management information systems are TOPSpro and CASAS. TOPSpro is used for data collection and analysis including attendance and assessment; it also tracks longitudinal performance data which is then used to make effective decisions that improve learning. The system tracks and reports student progress at every step and identifies individual learning goals, while it details the skills they need to improve. TOPSpro also automates test-scoring, calculates student-learning gains while tracking students enrolled in multiple programs, produces customized reports to help plan instruction, and provides measures of program effectiveness. The CASAS data system is used to assess all learners. CASAS locator and level testing is the assessment tool of choice to gauge student learning and achievement, and it measures multiple modalities: reading, listening, math, writing, speaking. CASAS links with the TOPSpro data system to provide accurate reports and allow staff to make effective decisions which improve learning, teaching and training.

Data on demographics, goals, education and labor force status are gathered yearly for each student upon enrollment and registration. Student data is also collected via oral interviews by counselor or administrator to determine the best course of study to facilitate attainment of student goals. Data is collected on GAIN students via GAIN Forms on the first day of registration and updated monthly.

Members use a CDE/Chancellor's Office approved administrative MIS tool used to maintain adult student attendance. An example, attendance is tracked using the Adult School Administration Program data system, which generates comprehensive class rosters. The attendance clerk prints rosters on a weekly basis and provides them to the teachers, who then take attendance daily and turn in the rosters at the end of each week. Attendance data is scanned into the ASAP system weekly by the attendance clerk. Assessments are tracked using the TOPSpro system. Students take a placement assessment at the time of enrollment and then post-test after every 40 hours of instruction. Pre and post tests are scanned and reordered in the CASAS data management system and TOPSpro data system by the attendance clerk and then translated into student learning gains by the CASAS; data is provided to the teacher and shared with the students; and all assessment

data is reported to the state on a regular basis.

Data results are disaggregated during staff and individual meetings. This strategy is necessary to obtain clarification of exactly what students need, to monitor student progress, to foster collective inquiry in exactly how to ensure high achievement for all students, and to remain current with research-based knowledge in all program areas.

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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?

[Current MIS systems employed by current members will collect academic/attendance data upon entry, as well as student/classroom data. These systems include, but not limited to CASAS, ASAP, Datatel, AcuPlacer, Wonderlic, CSTARS, SEIS,GED/HiSET, Milestone Credit, OAC Assessment Reports, and state mandated assessments. In addition to the mentioned systems, the members have access to labor market studies for high demand jobs.]

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
(Transitional support) Increase in counseling services	November 2015- June 30, 2016	All Members	*Increase in work force and college transitions counseling services provided to students. *Development of student orientation and exit counseling. *Increase in number of students served.	*Student data *Student orientation and exit counseling evidence.
(Transitional support) Student Visitation of post-secondary and Career Technical Education programs.	November 2015- June 30, 2016	All Members	*Increase in student awareness of post-secondary and Career Technical Education program options.	*Student data.
Create and hire Director of Non-	January 2016-June 30, 2016	COD – All members	Oversee the identification of	Number of programs created.

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
Credit Workforce Education			existing programs. Work with regional partners and members to identify gaps in services and educational programs. Manage the work of the project as identified by the regional consortium. Serve as liaison for contracted firms in the regional forums and focus groups.	Number of pathways created. Number of partners engaged. Number of focus groups completed. Required AEBG reports submitted on time.
Create and hire bilingual intake/assessment specialist position	November 2015- June 30, 2016	COD – All members	Creation and implantation of intake and assessment processes and procedures. Work with all partners to collect data in consistent format.	Student data. Baseline Assessment data. Number of students served.

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
Opening approximately 10 new classes within the allowable program areas.	November 2015-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	<ul style="list-style-type: none"> *Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served. 	<ul style="list-style-type: none"> *Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data served.
With the addition of new classes and programs a classified office position will be added to assist with the increase in student demand.	November 2015-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	<ul style="list-style-type: none"> *Increase in number of adults served. *Increase in the number of hour's office can be open for student services. 	<ul style="list-style-type: none"> *Student data *Office hours
Addition of tutoring services for adult students within the allowable program areas.	November 2015-June 30, 2016	All Members	<ul style="list-style-type: none"> *Increase in number of adults served. 	<ul style="list-style-type: none"> *Student data Number of students served. Number of tutoring hours.
Addition of a Teacher on Special Assignment.	January 2016-June 30, 2016	All Members	<ul style="list-style-type: none"> *Increase community outreach. *creation of partnerships and articulations to assist students in meeting their goals. *Increase in tracking and monitoring of student progress. *Staff Development 	<ul style="list-style-type: none"> *Student data *Partnership and community outreach evidence.
Online Student dashboard pilot	January 2016-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	Creation of a student dashboard system that will assist in the monitoring of student data.	*Readily available student data.
Xerox Copies of instructional materials for the creation of approximately 10 new classes	November 2015-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	<ul style="list-style-type: none"> *Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults 	<ul style="list-style-type: none"> *improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data

			served.	
Purchase of Instructional supplies.	November 2015-June 30, 2016	All Members	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS tests. *Number of high school diplomas or equivalents. *Attendance data
Purchase of Instructional Equipment and technology	November 2015-June 30, 2016	All Members	*Improved literacy skill. *Completion of high school diploma or their recognized equivalents. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Marketing and Outreach	November 2015-June 30, 2016	All Members	*Increase in awareness of Adult Education programs offered. *Increase in number of adults served.	*Student data Online analytics.
Purchase of Curriculum/ software.	November 2015-June 30, 2016	All Members	*Improved literacy skill. *Increase in number of adults served.	*Improved Learning gains as assessed by CASAS testes. *Number of high school diplomas or equivalents. *Attendance data
Creation of Childcare assistance to reduce educational obstacles for students	November 2015-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	*Increase in number of adults served.	*Student data Number of students served. Amount of financial assistance utilized.
Purchase of bus passes for Transportation assistance to reduce educational obstacles for eligible students	November 2015-June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	*Increase in number of adults served.	*Student data Number of passes used.
Increase ABE/ASE/HSE teacher position	Hiring and clearance completed by	RCOE - Jail	Increase in students participating in	CASAS CStARS Attendance

from .25 to 1 FTE	January 2016		ABE/ASE/HSE classes. Increase in those obtaining diplomas or GED/HiSet	GED/HiSET Reconciliation Report
(Gaps Identified) Expand current CTE programs at RCOE School of Career Education	November 30, 2016 – June 30, 2016	Riverside County Office of Education School of Career Education	Increase student CTE certificates	Completion rates and attendance rates.
Part-time career counselor	January 2016-June 30, 2016	COD	Increase in number of students served.	Student data Number of educational plans created. Number of students served.
Faculty stipends	January 2016-June 30, 2016	COD	Creation of Non-credit Workforce Curriculum.	Number of courses. Number of certificates completed
Increase in classified support services due to program growth and expansion.	November 30, 2016 – June 30, 2016	Coachella Valley Adult School and Desert Sands Unified School District	*Increase in number of adults served. *Increase in the number of hour's office can be open for student services.	*Student data *Office hours
Increase in counseling services.	November 30, 2016 – June 30, 2016	All Members	*Increase in work force and college transitions counseling services provided to students. *Development of student orientation and exit counseling. *Increase in number of students served.	*Student data *Student orientation and exit counseling evidence. Number of educational plans created. Number of students served.
Capital Outlay	November 2015-June 30, 2016	Palm Springs Unified School District-All Members	Remodel/refurbish classrooms/school site.	Increase in number of students served.

4.3 - Objective 5: Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other

joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. 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
Student tuition enhancement to reduce stress and improve student focus and performance indicators	November 30, 2015 – June 30, 2016	Riverside County Office of Education School of Career Education	Increase student CTE certificates and completion rates	Completion rates and attendance rates
Tutoring	November 30, 2015 – June 30, 2016	All Members	*Increase in number of adults served.	*Student data *Student orientation and exit tutoring evidence.
Provide professional development about iBest and other best practices.	December 2015 – March 2015	All Members	Regional professional development. Increase in the awareness of the models.	

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

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

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

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans 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
Professional Development	January 2016-June 30, 2016	All Members	Collaboration with a focus on data,	Climb in learning gains over time.

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			results and standards based curriculum. General Teacher training.	Determine best practices.
Faculty conclave	January 2016-June 30, 2016	COD	Collaboration to identify specific non-credit workforce pathway programs.	Number of faculty served. Number of programs pathways identified.

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
Contract Services – CTE and GED/High School Diploma Completion	DPSS – CalWORKs	Student materials and testing costs.	Coachella Valley Adult School, College of the Desert, Riverside County Office of Education.	January 2016-June 30, 2016	Prequalified adults as per DPSS criteria.	TOPSpro – Learning Gains ASAP - Attendance
Contract Services - GED/High School Diploma Completion	TANF	Student materials and testing costs.	Coachella Valley Adult School, College of the Desert, Riverside County Office of Education.	January 2016-June 30, 2016	Prequalified adults as per TANF criteria.	TOPSpro – Learning Gains ASAP - Attendance
Citizenship and ESL Services	Mecca FarmWorkers Service Center	Classroom availability at the Mecca site.	Coachella Valley Adult School, College of the Desert, Riverside County Office of Education.	January 2016-June 30, 2016	Adult who want their citizenship in order to benefit of their rights.	TOPSpro – Learning Gains ASAP - Attendance

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		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	NOE	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 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 6.2: 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.			

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.

[Not 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)

[Not at this time, however these first few months may provide areas to be explored.]

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 Desert Regional Consortium will establish baseline data in the program areas. Consortium effectiveness will be determined with achieved learning gains in their program, as well as attendance with persistence. In addition, diploma and certificate completion can be used as a

measurement of success.]

Section 7: Consortium Member Signature Block

Name:

Jereme Weischedel

**Consortium
Member:**

Coachella Valley Adult School

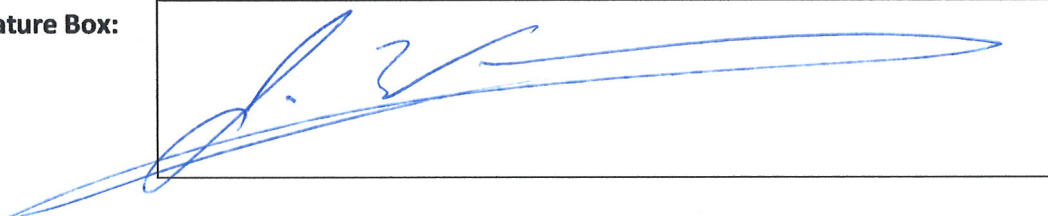
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Date:

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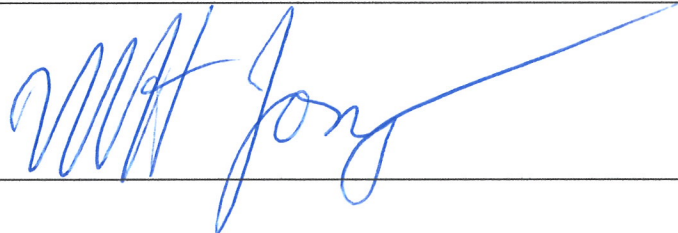
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