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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-16

1.2 Consortium Name:

Feather River Adult Education Consortium

1.3 Primary Contact Name:

Michele Lynn Piller

1.4 Primary Contact Email:

mpiller@plumasruralserivces.org

If applicable:

1.5 Fiscal Agent Name:

Feather River Community College District, Derek Lerch

1.6 Fiscal Agent Email:

dlerch@frc.edu

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Feather River Community College District	Derek Lerch	530-283-0202, x321	dlerch@frc.edu	10/21/15
Plumas County Office of Education	Terry Oestreich	530-283-6500	toestreich@pcoe.k12.ca.us	10/23/15
Plumas Unified School District	Terry Oestreich	530-283-6500	toestreich@pcoe.k12.ca.us	10/23/15

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?

Feather River Community College District is serving as the single fiscal agency for the Adult Education Block Grant for the Feather River Adult Education Consortium. The Certifying Officer for AEBG funds is FRC's Chief Fiscal Officer, James Scoubes (jscoubes@frc.edu, 530-283-0202 x270). The Project Director will oversee the fiscal process and check for accuracy and will be reporting the budget expenditures back to the state through the online quarterly reporting system.

Funds will be disbursed to grantees awarded through the competitive RFA process overseen by the Feather River Adult Education Consortium. Successful grantees will set up as vendors with Feather River Community College District. Purchase orders will be opened to each entity, and payments will be funded through an invoice process with Net 30 Day terms. Grantees will be awarded 40-60% of their funding up front to launch their efforts, with the balance dependent upon invoices and receipt of progress reports.

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.

> The Consortium is undertaking a competitive RFA process for local agencies participating in the adult education field. Grant awards will be decided upon by the Consortium Members, and funding will be distributed for projects in January 2016. Successful projects will be in alignment with AB104 requirements and related to the updated Three-Year Plan for the Consortium. By the end of 2015-16, projects addressing the needs and gaps in the local adult education field will be underway in accordance with the Three-Year Plan.

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)

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%

Section 4: Overview of 2015-16 Action Plans

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

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

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:
- Educational pathways
- Alignment of:
   o Placement
   o Curriculum
   o Assessments
   o Progress indicators
   o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
   o Communication paths among Consortium participants and higher education institutions
   o Defined and articulated pathways to postsecondary education or the workforce

o Embedded access to student services including counseling, guidance, and follow-up

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?

One of the primary tools the Consortium will utilize to promote seamless transitions from secondary to postsecondary environments is the Get Focused Stay Focused (GFSF) education/career planning curriculum. This curriculum creates an articulated pathway from high school career preparation into college, as concurrent enrollment, or to prepare incoming college students for success in their academic and career plan. The course provides comprehensive guidance so an individual can determine who they are, what they want, and how to get there utilizing a 10-year plan with specific action steps. The course itself can be integrated into a semester model and can include links to apprenticeships, internships, or other work based learning opportunities tailored to an individual's 10-year plan. GFSF has been piloted at the secondary level throughout Plumas County, and was added to the Student Success class at Feather River College in the Spring of 2015. The Consortium collaborated with GFSF curriculum developers to help create course content tailored to the needs of adult learners entering college.

In coordination with the content in the GFSF curriculum, and to create a common assessment tool across Plumas County related to career exploration, the Consortium hosted a Keirsey assessment training in January 2015. It included academic counselors from FRC and PUSD, as well as client service providers from Consortium Partner organizations. There is now a trained group of service providers across Plumas County who can utilize Keirsey in workshop settings or one-on-one counseling sessions with clients/students. The tool is a personality and career assessment that produces a list of 30-40 careers an individual is suited to based on his/her assessment results. These careers are hotlinked to ONet and Career Builder so adult learners can do further research, guided or independently, to determine the best majors and/or jobs for their personal skill sets. When utilized with the GFSF curriculum, this assessment will help determine the 10-year academic/career plan for each adult learner.

Another focus in transition services comes through the Incarcerated Students Program (ISP) at Feather River College. The goal of the program is to provide education to local jail and statewide prison inmates with the objective of individuals entering four-year colleges or the workforce upon parole. ISP participants develop an education plan based on the Feather River College Education Plan, which all incoming students develop with their counselors/ advisors. The AA Degrees in Sociology and Liberal Arts that inmates can obtain are CSU transferable. The certificate programs in business and entrepreneurship allow inmates the tools to supersede barriers in the job market by starting their own businesses or acting as contract workers.

Feather River College's ISP is also creating a consortium of North Region Colleges that currently offer, or are interested in offering, incarcerated education programs. The consortium will convene a conference/roundtable to discuss Senate Bill 1391. This Bill expands the possibility of community college faculty to go into jails and prisons rather than just offer courses through correspondence programs. This is a historic partnership between the Chancellor's Office and the California Department of Corrections and Rehabilitation.

ISP is also working with Coastline Community College, the largest provider of correspondence programs in the state, to build an e-reader program. This e-reader program digitally uploads course materials for student inmates as a way to build their tech literacy while still in prison. Obtaining proficiency with technology is integral to a transition into the workforce upon parole. This program began implementation in Spring 2015.

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?

Enrollment data at Plumas Unified School District (PUSD), Plumas County Office of Education (PCOE) and Feather River Community College District (FRC) will be utilized to track enrollment and demographics. Feather River Adult Education Consortium Members and Partners will meet quarterly through the regional 20,000 Lives workgroup to discuss progress on projects and successes related to the AEBG. Additionally, the Consortium will explore the implementation of a tracking system to be used to better track student success through the primary educational providers in the region: FRC, PUSD and PCOE. FRC, PUSD and PCOE will also consider the integration of student data with CalPass+ to better communicate and disseminate student success information.

The Get Focused Stay Focused curriculum includes individualized 10-year career development plans for each participant. For the Keirsey assessment tool, access to an online administrator portal allows tracking of client/student data for every adult learner who takes Keirsey assessments in Plumas County. Results can be shared as adult learner transitions through service organizations, the high schools, and into Feather River College. Incarcerated Student Program assessment will be tracked per each course according to course grading guidelines, completion of an individualized education plan per student, an annual program review, and a longitudinal study. These quantitative and qualitative assessment measures will help the Consortium identify to what degree seamless transition is occurring for adult learners in Plumas County.

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
TBD				

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
RFA process	October-November 2015	Consortium-wide	Identification of highest priority projects to fund in 2015-16 year for AEBG	Data outcomes tracked on uniform data reporting schedule to assess impact of projects selected for funding
Additional activities TBD, pending outcome of RFA process				

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
Work with 10 pilot colleges to incorporate 21st Century Soft Skills training into course(s); training on use of 21st Century Skills modules and assessment strategies; establish a digital badging platform housed on Foundation's LaunchPath	April 2015 – September 2016	FRC, New World of Work Initiative	21st Century Soft Skills integrated into work-based learning courses for students and/or WIA supported workshops for clients	Student data uploaded to Launch Board Faculty, Teacher feedback provided through qualitative narrative uploaded to New World of Work website, intern supervisor feedback gathered as narrative throughout the terms of the students' work-based learning
TBD, pending outcome of RFA process				

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
TBD, pending outcome of RFA				

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
process				

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

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

Partners might include but are not limited to:
  o WIBs
  o Chamber of Commerce
  o County Libraries
  o County Office of Education
  o Industry Employer Groups
  o Literacy Coalitions
  o Economic Development Regions
  o County Social Services - CalWorks
  o Employment Development Department (EDD)
Examples of activities include:
  o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
  o Expanding utilization of existing regional resources for Adult Education students
  o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs
List activities to leverage existing regional structures and utilization of resources.

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
TBD, pending outcome of RFA process						

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)

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				

EXAMPLE

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

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

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.

[Page allowance: 1/2 page. Enter or Paste Here]

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)

[Page allowance: 1/2 page. Enter or Paste Here]

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

The Consortium will collaborate on the development of a survey instrument for Adult Education clients to gauge their success and awareness of, utilization of, and satisfaction with the opportunities available to them in Plumas County. The Consortium Members and Partners will

discuss progress against implementation plans and goals at the quarterly meetings. AEBG grantees in the Consortium will submit quarterly progress reports, which the Program Director will compile for the Consortium Members to review and monitor. The Consortium Members will undertake an annual self-evaluation to determine effectiveness of the various funded projects and the Consortium as a whole. The method for this annual self-evaluation will be developed during the course of this year.

Section 7: Consortium Member Signature Block

Name: Derek Lerch

Consortium Member: Feather River Community College District

Email: dlerch@frc.edu

Date: Oct. 29, 2015

Signature Box:

Name: Terry Oestreich

Consortium Member: Plumas County Office of Education

Email: toestreich@pcoe.k12.ca.us

Date: October 30, 2015

Signature Box:

Name: Terry Oestreich

Consortium Member: Plumas Unified School District

Email: toestreich@pcoe.k12.ca.us

Date: *October 30, 2016*

Signature Box: *Terry R. Oestreich*

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date: