



AB104 Adult Education Block Grant - Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

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.

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Brawley Union High School District	Simon Canales	(760) 312-6085	scanalez@brawleyhigh.org	10/14/2015
Calexico Unified School District	Maria Ambriz	(760) 768-3800	mambriz@calexico.k12.ca.us	10/08/2015
Calipatria Unified School District	Doug Kline	(760) 348-2151	dkline@calipat.com	Pending Approval on 11/09/2015
Central Union School District	Renato Montano	(760) 336-4516	rmontano@cuhsd.net	10/13/2015
Imperial County Office of Education	Amanda Brooke	(760) 312-6440	amanda.brooke@icoe.org	10/12/2015
Imperial Community College District	Victor Jaime	(760) 255-6219	victor.jaime@imperial.edu	10/21/2015
Imperial Unified School District	Rogelio Ruvalcaba	(760) 355-3200	rruvalcaba@imperialusd.org	10/15/2015
Holtville Unified School District	Celso Ruiz	(760) 356-2974	celso@husd.net	10/15/2015
San Pasqual Valley Unified School District	Dave Bealer	(760) 572-0222 x 2088	dbealer@spvusd.org	10/13/2015

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

[See attached Governance Plan for detailed description of how the Imperial County Adult Education Consortium operates.](#)



IMPERIAL COUNTY ADULT EDUCATION CONSORTIUM

AEBG Block Grant

Enroll, Educate and Employ!

GOVERNANCE PLAN & OPERATIONAL GUIDELINES

Drafted: October 13, 2015

I. The Imperial County Adult Education Consortium is:

The governance structure for the Imperial County Adult Education Block Grant (AEBG) Consortium is established by agreement with the school boards of the local participating districts. It consists of a designee from each of the participating member agencies who are responsible to set policy and carry out the activities and duties as assigned by the Governance Board.

The AEBG Consortium was established in the spring of 2015, to develop and implement a comprehensive plan to better serve the educational needs of adults in our County. The consortium membership is comprised of the Brawley Union High School District, Calexico Unified School District, Calipatria Unified School District, Central Union High School District, Holtville Unified School District, Imperial County Office of Education, Imperial Unified School District, Imperial Valley Community College District, and San Pasqual Unified School District.

The goal of the Consortium is to better provide adults with education in the following program areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
- Classes and courses for immigrants eligible for education services in citizenship and English as a Second Language and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential
- Programs for adults with disabilities

II. Consortium:

Pursuant to E.C. 84905: Consortium Rules and Procedures

The California Community College Chancellor and State Superintendent, with the advice of the Executive Director of the State Board of Education, shall approve rules and procedures for each consortium:

Governance Board Membership:

To be a member of the consortium, one must be formally designated by the participating District’s governing board. Official board approval must happen prior to becoming a member. Furthermore, as a condition of joining the consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds. An official Memorandum of Understanding must be signed and approved.

Each Governing Board member may designate one representative from their District who may represent them as a voting member of the consortium.

Voluntary Departure or Dismissal of Members:

If at any time a member decides to no longer participate in the consortium as a contributing member, they must present their case and formally petition in writing to the board. Reasons when a petition should be submitted are the following:

1. The member no longer wishes to provide services consistent with the adult education plan.
2. The member cannot provide services that address the needs identified in the adult education plan.
3. Members must fulfill their reporting duties to the consortium for that current year prior to being dismissed from the consortium. The member will be required to submit any reporting and data required of them for the current year before being formally dismissed or removed from the consortium.
4. A member may be dismissed from the consortium by a majority rule of the governing board if the member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements. The member will be required to submit any reporting and data required of them for the current year before being formally dismissed or removed from the consortium.

Decision Making Procedures and Public Notice Requirements:

Establishes the process for public notice and decision-making by a consortium. Specifies that a decision includes, but is not limited to, the approval of a plan pursuant to E.C. 84906 and approval of a distribution schedule pursuant to E.C. 84913. All consortium meetings will follow the Brown Act thereby ensuring these requirements.

III. Consortium Governance Structure:

A. Fiscal Agent: Imperial County Office of Education

- i. Role Description: A designated member to serve as the fund administrator to receive and distribute funds from the program. Appointed by the consortium to lead the consortium and is responsible for receiving and distributing funds from the program. Also responsible for all budget reports and management of grant funds.

B. Consortium Lead Coordinator: Imperial County Office of Education

- i. Role Description: Single point of contact that the state will contact for information over the course of the funding period. The individual who will be responsible for the fiscal management of the grant funding and reporting. The individual who will facilitate consortium meetings and collaboration responsible for report submission, data collection and communication between consortium and state. Not a voting member unless they are also a regular consortium member.

C. Consortium Members:

- i. Role Description: Individuals who have been identified and officially approved by District Governing Board to be Consortium Members for their District.

Participants:

1. Brawley Union High School District
2. Calexico Unified School District
3. Calipatria Unified School District
4. Central Union High School District
5. Holtville Unified School District
6. Imperial County Office of Education
7. Imperial Unified School District
8. Imperial Valley Community College District
9. San Pasqual Valley Unified School District

E. Consortium Partners:

- i. Role Description: Non-voting community partners who work collaboratively towards the consortium's goals and objectives.
- i. Consortium Partners
 - a. Imperial County Sherriff's Office; service provider
 - b. Imperial County CalWORKs Department; guidance/input provider
 - c. Imperial County Workforce Development Board; guidance/input provider
 - d. Imperial County Library, Literacy Coalition; service provider

e. Imperial Valley Regional Occupational Provider (IVROP)

IV. Procedures for Operation of the Consortium:

- A. All meetings are public and adhere to Brown Act requirements.
 - i. All action items are taken to vote, including approvals of agendas, minutes of meetings, and budgets.
- B. Consortium member meetings will be held every other month on the first Wednesday of the month and as needed throughout the course of each funded year.
- C. All meetings are convened by the Imperial County Office of Education, AEBG Coordinator.
- D. Each consortium member has an equal vote. Each participating consortium district (consortia member) will be 1 member = 1 vote.
- E. Decisions will be reached by majority vote.
- F. Decisions are final upon voting.
- G. All action items are identified as such on the agenda, which is distributed at least 72 hours prior to the meetings and posted at the meeting site for public review. Meeting Agenda, Minutes, and other information regarding the consortium will be posted on the established website (March 2016.)
- H. Proposed decisions will be considered open and members of the public may comment.

V. Officers:

- A. There shall be the following officers: Chairperson; Vice-Chairperson; Recording Secretary, Corresponding Secretary/Treasurer. These officers comprise the Executive Committee.
- B. The term of office is one year. No person may service more than two consecutive terms in one office. The major duties of the officers are:
 - i. Chairperson: Develop meeting agenda, in collaboration with the Adult Education Coordinator, and lead meetings of the consortium Governance Board.
 - ii. Vice-Chairperson: Assist the Chairperson, and in his/her absence serve as the Chairperson.
 - iii. Recording-Secretary/Treasurer: Receive and transmit correspondence and materials designated by the members, including public notification of members prior to the meetings. Maintain accurate budget to include income, expenditures, reporting current status at each meeting. Working with the Fiscal Manager will monitor all fiscal activities of the Adult Education Block Grant (AEBG) and report to the AEBG Coordinator and Governance Board.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

[See attached organizational 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?

[We are currently asking each Consortium member District to report expenditures as required by the state. Imperial County Office of Education \(ICOE\), the Fiscal Agent is responsible for rolling up grant expenditures and certifying the data. The Certifying will be Amanda Brooke, Deputy Superintendent at ICOE.](#)

IMPERIAL COUNTY ADULT EDUCATION CONSORTIUM

ORGANIZATIONAL CHART

CONSORTIUM MEMBERS / GOVERNING BOARD

1. Brawley Union High School
2. Calexico Unified
3. Calipatria Unified
4. Central Union
5. Holtville Unified
6. Imperial County Office of Education (ICOE)
7. Imperial Valley College
8. Imperial Unified
9. San Pasqual Valley Unified

CONSORTIUM LEAD COORDINATOR

ICOE

FISCAL AGENT

CONSORTIUM MEMBERS & PARTNERS

1. Imperial County Sherriff's Office
2. Imperial County Library Literacy Coalition
3. Imperial Valley Regional Occupational Program
4. Imperial County CalWORKs
5. Imperial County Workforce Development Board

AREAS OF SERVICE:

ADULT ED (ABE, ASE,
Basic Skills)

ESL

ADULTS WITH
DISABILITIES

CAREER &
TECHNICAL
EDUCATION

ADULTS TRAINING TO
SUPPORT CHILD
SCHOOL SUCCESS

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following 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 Imperial County Adult Education Consortium was established in the spring of 2015, to develop and implement a comprehensive plan to better serve the educational needs of adults in our County. The consortium membership is comprised of the Brawley Union High School District, Calexico Unified School District, Calipatria Unified School District, Central Union High School District, Holtville Unified School District, Imperial County Office of Education, Imperial Unified School District, Imperial Valley Community College District, and San Pasqual Unified School District.

The goal of the Consortium is to, “Enroll, Educate and Employ” the adults in our county. The ultimate goal is to create career pathways for these adults. The Consortium will work in unity to increase services and provide adults with education in the following five program areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
- Classes and courses for immigrants eligible for education services in citizenship and English as a Second Language and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential
- Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

The Lead Educational Agency (LEA) and Fiscal Agent for the Consortium is the Imperial County Office of Education (ICOE). The primary contacts are April Mazon, Project Coordinator (Lead) and Amanda Brooke, Deputy Superintendent. A part-time Clerical Assistant will be hired as support staff along with two Student Success Specialists whom will serve adult learners across all participating programs/consortium member districts. The Consortium will hold official meetings every other

month on the first Wednesday of the designated months. The Consortium is currently exploring systems and possible student tracking methods to be established by the end of 2015-16.

Section 3: Consortium Services and Funding Allocations

3.1 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 [Section 3 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 2. Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									\$0
English as a second language									\$0
Pre-apprenticeship training									\$0
Career and Technical Education									\$0
Adults training to support child school success									\$0
Older Adults in the workforce									\$0
Services for Adults with Disabilities									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3.2 Consortium Allocations by member. The [spreadsheet](#) described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
Total	\$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. The original AB86 Objectives language has been adapted to the AB104 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 **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?

Our Consortium is currently considering using the ASAP tracking system. The latest platform of ASAP is Version 3. This is an entirely web-based product, which integrates very seamlessly with CASAS and enables schools to transfer data between ASAP & TOPS Pro Enterprises, which are some of the programs that each school district is currently using. Each school would have their own individual accounts but can consolidate the reporting and transfer data to other schools in the consortium. We are still working on gathering more information about this program and others that might work to track students and have not made a final decision on our regional assessment plan. A Consortium Lead Coordinator was hired to facilitate understanding and support the alignment of efforts amongst the Consortium members to not duplicate services. Two Student Success Specialists will be hired to provide the following comprehensive student support services: (1) provide students with an initial orientation and educate them regarding adult education pathways; (2) educate adult learners regarding community based training opportunities; (3) provide assistance with the matriculation process for those adult education students who will enroll at Imperial Valley College; (4) help with student tracking and establish a pathway to job placement and internships and/or higher education. The two Student Success Specialists will be required to travel between member district sites. The Consortium plans to hire teachers and staff support and increase the availability of materials and resources such as: books and access to computers with internet accessibility. It is with these efforts in the first year of the block grant that we envision increasing knowledge of educational options for adult learners and to begin guiding adult learners into a career or post-secondary pathway. We expect to begin seeing an increase in enrollment county-wide.

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?

We are currently looking into the CASAS system and TOPS Pro Enterprises as possible student tracking sources. Testing through CASAS and/or the ACCUPLACER will allow for the use of ongoing data monitoring and evaluation. As time progresses the Consortium will decide on the best systems to integrate with what they are currently doing county-wide.

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Upgrade Technology	June 2015	All	Ability to monitor data	Reports
Hire & Train Support Staff	June 2015	All	Support Staff is trained and ready to deliver services	Report of Student Enrollment
Increase Services	March 2015	All	Increased Enrollment	Report of Student Enrollment

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).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
High School Diploma Courses Availability to understand areas.	2015-2016	All	Increased Student Enrollment & Post Secondary Enrollment	Credits Earned and Diplomas
High School Equivalency Courses Availability to understand areas.	2015-16	All	Increase Student Enrollment	Enrollment and High School Equivalency Scores
ESL Availability to understand areas.	2015-16	All	Increase Student Enrollment	Enrollment and Test Scores

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
<p>ESL Course Basic</p> <p>Goal setting, conversation, writing, reading activities. Groups and individual activities incorporating technology in teaching objectives/lessons.</p>	<p>2015-16</p>	<p>All</p>	<p>Increased English Proficiencies</p>	<p>CASAS and/or the ACCUPLACER will be utilized as a method of standardized assessment.</p> <p>Administer the CASAS and/or ACCUPLACER to adult learners upon enrolling.</p>
<p>ESL Course Accelerated</p> <p>Teach ESL curriculum using appropriate materials.</p>	<p>2015-16</p>	<p>All</p>	<p>Increased English Proficiencies and Enrollment in Adult Education pathways courses. Continuing education.</p>	<p>CASAS and/or the ACCUPLACER will be utilized as a method of standardized assessment.</p> <p>Administer the CASAS and/or ACCUPLACER to adult learners upon enrolling.</p>

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
<p>Common Core State Standards Local facilitators will train teachers to develop awareness of common core standards.</p>	<p>2015-16</p>	<p>All</p>	<p>Increased awareness in 21st Century skills. Teachers will better prepare students for college and a career.</p>	<p>Survey</p>

Technical Workshops Teachers will have access to online technical training.	2015-16	All	Optimizing ESL programs. Implementation of strategies to prepare students for transition to post secondary education and the workforce environment.	Student success rate.
High School Equivalency To build awareness of the differences between GED HiSET/TASC.	2015-16	All	Understanding of the curriculum of each test.	Survey
Attendance at Annual Professional Development Opportunities Learn more about areas such as: <ul style="list-style-type: none"> • Technology Assessment (O-TAN) • Learner Persistence • Common Core • College Career Readiness • CASAS, CAL PRO, Other adult education systems 	2015-16	All	Gain comprehensive strategies focused on improving learning outcomes; learn about the latest approaches in transitioning learners to postsecondary education and the workplace.	Survey

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:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

- Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- 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.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
High School Equivalency Courses	One Stop	Provide facility	All	2015-16	500+	Number of students enrolled
ESL Courses	One Stop	Provide facility	All	2015-16	200+	Number of students enrolled
Resource & Referral	Workforce Development Board	Provide assistance with advertising	All	2015-16	1,000+	Number of referrals made
Determining the needs of the county	CAL WORKS	Sending referrals	All	2015-16	100	Number of referrals

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for 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 [Section 5 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 3. Consortium Member Table by Objective and Fund Source

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

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas 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. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills)			
English as a second language			
Pre-apprenticeship training			
Careers and Technical Education			
Adults training to support child school success			
Older Adults in the workforce			
Adults with Disabilities			
Total			

6.2 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, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		The only School Districts with WIOA are: Calexico Unified, Brawley Union, Holtville Unified and Central Union.
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		
% Transition from non-credit to credit in post-secondary.		
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

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)

None noted at this time.

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

The consortium will be looking at enrollment numbers of adult learners in courses offered, an increased improvement in CASAS and/or ACCUPLACER levels, improved numbers of attainment in HSE and HSD.

Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:


Signature Box:

Name: Calipatria Unified School District

Consortia Member: Doug Kline

Email: dtkline@ivnet.org

Date: 10-21-15

Signature Box: 

Name: Central Union High School District

Consortia Member: Renato Montano

Email: rmontano@cuhsd.net

Date: 10-13-15

Signature Box: 

Name: Holtville Unified School District

Consortia Member: Celso Ruiz

Email: celso@husd.net

Date: 10/13/15

Signature Box: 

Name: Imperial Community College District

Consortia Member: Victor Jaime

Email: victor.jaime@imperial.edu

Date: 10/23/15

Signature Box: 

Name: Imperial County Office of Education

Consortia Member: Amanda Brooke

Email: amanda.brooke@icoe.org

Date: 10.20.15

Signature Box: 

Name: Imperial Unified School District

Consortia Member: Roger Ruvalcaba

Email: rruvalcaba@imperialusd.org

Date: 10/13/2015

Signature Box: 

Name:

Consortia Member:

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Signature Box:

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