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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-29

1.2 Consortium Name:

Marin County Adult Education Block Grant Consortium

1.3 Primary Contact Name:

Elizabeth Pratt

1.4 Primary Contact Email:

epratt@marin.edu

If applicable:

1.5 Fiscal Agent Name:

Gregory Nelson

1.6 Fiscal Agent Email:

gnelson@marin.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
College of Marin	Elizabeth Pratt	415-457-8811 x8506	epratt@marin.edu	9/15/2015
	Anna Pilloton, alternate	415-457-8811 x7663	apilloton@marin.edu	9/15/2015
Marin County Office of Education	Ken Lippi	415-499-5803	klippi@marinschools.org	9/29/2015
Novato Unified School District	Lynn Erikson	415-493-4301	lerikson@nusd.org	10/6/2015
San Rafael City Schools	Harriet MacLean	415-492-3221	hmaclean@srcs.org	10/26/2015
Tamalpais Union High School District	Corbett Elsen	415-945-3751	celsen@tamdistrict.org	9/29/2015

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

Eligible member organizations in Marin County:
- Marin Community College District
- Marin County Office of Education
- Novato Unified School District
- San Rafael City Schools
- Shoreline Unified School District
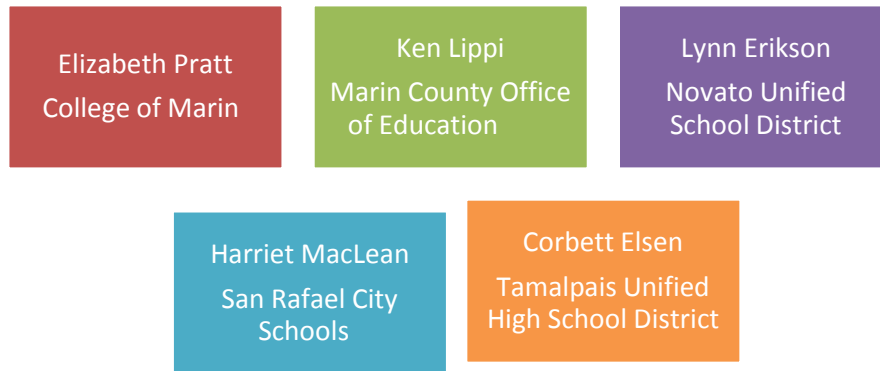- Tamalpais Unified High School District

The following organizations have committed to being a member in the Marin County Adult Education Consortium and will provide evidence of participation in the form of a Board Resolution or other acceptable documentation identifying their organization's representative and a willingness to provide or report information required as a participant in this grant.

- Marin Community College District
- Marin County Office of Education
- Novato Unified School District
- San Rafael City Schools
- Tamalpais Unified High School District

Shoreline Unified School District currently has an interim superintendent; member inquiries will be made once a permanent superintendent is appointed.

College of Marin will serve as the fiscal agent for the consortium. Members will submit progress reports accompanied with expenditures to the fiscal agent on an agreed upon schedule. Documentation of expenditures will be held by the submitting member organizations.

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.

Elizabeth Pratt College of Marin	Ken Lippi Marin County Office of Education	Lynn Erikson Novato Unified School District
	Harriet MacLean San Rafael City Schools	Corbett Elsen Tamalpais Unified High School District

Elizabeth Pratt is serving as the primary contact.

College of Marin is serving as the fiscal agent.

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The College of Marin is the fiscal agent for the Marin County Adult Education Consortium. As fiscal agent, the COM will establish financial agreements in the amount of the allocation for each member agency, with either a monthly or quarterly invoicing for expenses incurred under the grant. Invoices will be submitted with supporting documentation per fiscal agent policies.

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 of 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.**

In the first year of the Adult Education Block Grant implementation, the Marin County Adult Education Consortium will expand services in the most needed areas of Adult Basic/Secondary Education including high school diploma classes and high school equivalency preparation, English for Speakers of other Languages (ESL), and short-term Career Technical Education (CTE) training programs. In addition, the Marin County Office of Education will take the lead in implementing programs for adults that assist in improving academic achievement for elementary and secondary students. The programs will focus on family literacy strategies and adult connections to their child's school. The programs will be held throughout the county. Services will be increased by approximately 25 percent.

The Consortium will further develop the functionality of new Adult Education Information locations and implement this new concept at all functioning adult education centers and at least one additional location serving central Marin County. A description for a County-wide Education Transitions Coordinator will be developed, with the position hired and trained to provide intrusive advising to program participants who need access to support services and connections to jobs and further education opportunities. This position will serve students throughout the county.

Adult Education students will be able to participate in short-term CTE training programs that are directly connected to employment opportunities in Marin County. We will work with local employers, governmental agencies and community based organizations to create a list of the most pressing entry-level job openings and create training programs to meet those needs.

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

EXAMPLE

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%

EXAMPLE

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

The Marin AEBG Consortium will establish a position for a county-wide coordinator who will:

- Establish Adult Education Information locations throughout the county where collective information on all resources pertaining to adult education is available to the public. The county coordinator will be responsible for inventorying all adult education program information and ensure all the Adult Education Information locations have updated information in a timely and on-going basis.
- Perform outreach in all adult education sectors so participants know what step is next in obtaining their educational goals.
- Work directly with participants, referring to the appropriate resources within the county.
- Gather metrics on number of inquiries, services requested, and follow-up to document outcomes. Prepare an annual summary for consortium members with outcomes and recommendations.   In addition, the consortium will provide opportunities for professional educators from all sectors to work together in mapping out services, creating clear transitions for students, and sharing outcomes with county educators.

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

The Tamalpais Adult School uses CASAS to assess students' baseline literacy skills for placement in the proper level of English and ESL classes. CASAS is used to report student progress for WIOA and the Marin County Consortium will continue to use this measure until a uniform system is implemented by the State. Adult School providers will work with the College of Marin on

determining the connection between literacy levels assessed through an agreed upon assessment tool to place students into COM courses. This is to eliminate the silos of K-12 versus Community College placement measures.

Novato Adult School will implement a survey that identifies adult student goals and administer statewide assessments once they are developed.

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?

Tamalpais Adult School uses the ASAP student data system combined with CASAS and TopsPro to record and report student attendance and progress data. The Adult Schools will work with College of Marin on a system to synthesize and report student demographic and progress data related to the AEBG.

Novato Adult School will implement a survey that identifies adult student goals and administer statewide assessments once they are developed.

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

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
County-wide Coordinator	2015-16	COM and all secondary districts	Students connected to support services needed to persist in educational programs. Seamless transition to jobs and/or post-secondary education and training programs	Number of student contacts with System Coordinator Student follow-up survey similar to Perkins Grant to determine placement data
Informational Presentations by County-wide Coordinator	2015-16	All	Adult Education providers, counselors and community-based organizations will better understand all of the services available for students in Marin County.	Number of participants at presentations Referrals to AE programs from partner agencies

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
Informational Presentations by Community-based Organizations about support and referral services offered to AE students	2015-16	All	Adult Education providers, counselors and community-based organizations will better understand all of the services available for students in Marin County.	Number of participants at presentations Referrals from AE programs to partner agencies
COM conducts onsite placement testing at Adult Education Information Locations	2015-16	All	The number of students preparing to transition to the College of Marin will increase	Comparison of the number of students taking placement tests Number of students transitioning from AE to COM
COM conducts onsite student orientation at Adult Education Information Locations	2015-16	All	The number of students participating in orientation programs for College of Marin will increase	Comparison of the number of students participating in orientation for COM. Number of students transitioning from AE to COM who participated in orientation.
Professional Learning Communities	2015-16	All	Designate regular time for instructors from adult education and College of Marin to meet regarding curriculum development, alignment and delivery	Student placement and course outlines are aligned between Adult Schools and Community College

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
Extend school hours and school year for HSE and ESL	2015-16	TUHSD, NUSD	Increase program capacity & number of students who enroll in ESL, HSE programs. Increase number of students who earn a high school equivalency degree.	Compare program enrollment numbers from 2015 – 16 with 2014 – 15.
Implement HSD, HSE and ESL programs in target locations	2015-16	TUHSD, NUSD, SRCS	Increase program capacity & number of students who enroll in ESL, HSE programs. Increase number of students who earn a high school equivalency degree.	Compare program enrollment numbers from 2015 – 16 with 2014 – 15.
Implement Spanish GED prep programs	2015-16	TUHSD, NUSD, SRCS	Increase program capacity & number of students who enroll in ESL, HSE programs. Increase number of students who earn a high school equivalency degree.	Compare program enrollment numbers from 2015 – 16 with 2014 – 15.
Extend school hours and school year for ESL	2015-16	TUHSD, NUSD, SRCS, COM	Increase access to ESL programs in County. Provide more single level courses in ESL	Compare enrollment Number of students who gain at least one level based on CASAS or COM assessment
Develop non-credit academy at COM	2016	COM	Better prepare and accelerate learning for non-credit students.	Number of non-credit students who test into college credit level courses
Develop and Implement integrated CTE pathways for adults	2016	COM, NUSD, TUHSD	Increase student retention and persistence in core academic programs by pairing them with CTE Provide industry skill training and certification	Number of students who complete both CTE and paired core course Number of students who gain at least one level based on CASAS Number of students who earn certificate and/or industry certification

Develop and Implement programs for adults to support student success in elementary and secondary schools	2016	MCOE	Increase adult participation at elementary and secondary schools Increase student achievement in elementary and secondary schools	Number of adults participating in teacher conferences, BTS night, PTSO, ELAC and other school-based activities Increase in student achievement based on comparison of CASS tests from 2015 and 2016

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
Implement alternative schedule accelerated GED preparation	2015-16	TUHSD, NUSD	Increase the number of people participating in GED preparation and passing the GED test	Comparison of participation in Accelerated vs. Traditional GED prep programs Student passage rates for GED test
Develop IBEST program in at least one CTE industry area	2015-16	All	An integrated curriculum will be developed for implementation in year 2	Approval of IBEST curriculum
Technology infused curriculum	2015-16	TUHSD, NUSD, COM	Infuse curriculum in instructional delivery and student engagement activities in classroom	Number of courses implementing technology in instruction

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
Conference Attendance	2015-16	All	Teachers and administrators will attend conferences that will assist in the design and implementation of innovative AE programs	Number of members attending AE conferences Participant feedback
Site Visits	2015-16	All	Consortium members will visit at least one basic aid community college district to discuss program structure and student success in AE programs	Number of members going on site visits Impact on Marin County program development
Technology Training & Staff Development	2015-16	All	Instructors will feel comfortable using technology in new and innovative ways in the classroom	Number of sections using technology in instruction and learning
Contextualized Curriculum Training	2015-16	All	Instructors will develop at least two contextualized lessons to be delivered in ABE/ASE, ESL and CTE courses	Student Feedback Student level increase based on CASAS testing
IBEST program development training	2015-16	All	Instructors and administrators will develop plans that include the identification of potential courses and partner programs for at least one IBEST program	IBEST program plans Curriculum outlines

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:
- 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.

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
Consolidating services in Adult Education Information locations	Canal Alliance Conservation Corps North Bay Marin City CDC YWCA	Identify sites for Adult Education Information location	COM MCOE NUSD SRCS TUHSD	Establish 3 sites by 6/30/2016	50 customers at each site	Tally number of participants served with information

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
Utilizing services and information from WDB	Local industry partners	Share LMI data from WDB with members	COM MCOE NUSD SRCS TUHSD	COM will provide quarterly reports to members	10 customers between consortium partners and WDB members	CTE programs will align with needs identified in LMI
Partnering with Sonoma County Adult Education Consortium (SCAEC) for Professional Development	All Marin County consortium members	Leverage professional development opportunities with SCAEC	COM MCOE NUSD SRCS TUHSD	COM will identify regional PD attendees	5 consortium members	Number of PD events attended PD information included in program development
Partnering with NCCPA for PD	NCCPA region	Leverage professional development opportunities with NCPPA region	COM MCOE NUSD SRCS TUHSD	One professional development event schedule in 12/2015	Will seek opportunity to have two consortium members participate	Number of consortium attendees at NCCPA events
Implementing Adult Education Information Location at SRCS	SRCS neighborhood has the largest number of adults requiring educational services and programs	Consortium funds to hire and supervise County-wide Education Transitions Coordinator	SRCS	Hired and trained by 6/30/2015	Coordinator hired	Establish Adult Education Information locations at member locations
Career Ladders Project (CLP) Info	COM	Consultant will provide information from Career Ladders project to Consortium members	MCOE NUSD SRCS TUHSD	Five members will review CLP information for use in program development	Identify at least one program strategy to implement	One CLP strategy is used to develop AE program
Homeward Bound Culinary Program	COM	Develop short term CTE courses for all county participants	COM MCOE NUSD SRCS TUHSD	6/30/2016	20 completers	Certificates of completion

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
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

Table 6.2: Performance Outcomes by Member – Projected Targets

EXAMPLE

	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.			

	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.

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.

Marin County Adult Education Consortium chose to take a conservative approach to expanding services in the first year of the grant, with overall increases expected to be approximately twenty-five percent. In the two new categories Adults training for Careers and Adults supporting School Success, the increases will be one hundred percent, as there were no indicators for these areas in the final plan.

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)

LaunchBoard salary survey (Doing What Matters)

CTE completer surveys through the CTE Outcomes Survey hosted at Santa Rosa Junior College

# of students taking placement tests

# of students completing orientation for COM

# of students completing short term workforce certificates

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)

Coming together as a consortium will require members to establish common metrics and agreement on data collection goals. Members have already agreed to work on creating an inventory of current programs and specify how goals are established and tracked. Adult school members and College of Marin basic skills and ESL faculty have already agreed to work on creating a transition plan for participants, one that is easily understood. Another area of interest to the consortium is for CTE faculty to work with ESL faculty to update the content of vocational ESL (VESL) offerings at the college to ensure current professional skills and course content closely match industry requirements.

The consortium looks forward to continued work with the valued partner agencies in Marin County to improve programs and accessibility to programs for participants as well as increase participant success in adult education offerings.

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