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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-031

1.2 Consortium Name:

Gateway Adult Education Network

1.3 Primary Contact Name:

Vilma Reynoso

1.4 Primary Contact Email:

vreynoso@muhsd.org

If applicable:

1.5 Fiscal Agent Name:

Merced Community College District

1.6 Fiscal Agent Email:

Shelly.conner@mccd.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
Delhi Unified School District	Adolfo Melara	209-656-2000	amelara@delhiusd.org	10/13/15
Dos Palos Oro Loma Joint Unified School District	Frank Lemos	209-392-1043	flemos@dpol.net	8/26/15
Gustine Unified School District	Denise Rivera-Pantoja	209-854-2664	driverapantoja@outlook.com	11/12/15
Le Grand Union High School District	Donna Alley	209-389-9400	dalley@lghs.k12.ca.us	10/14/15
Los Banos	Paul Enos	209-826-3801	paulenos@losbanususd.k12.ca.us	11/12/15

Unified School District				
Mariposa County Unified School District	Rock Carlson	209-742-0241	rcarlson@mariposa.k12.ca.us	8/27/15
Merced Community College District	Shelly Conner	209-381-6585	Shelly.conner@mccd.edu	9/15/15
Merced County Office of Education	Mary Whited	209-381-6677	mwhited@mcoe.org	10/19/15
Merced Union High School District	Debra Glass	209-385-6430	dglass@muhsd.org	8/12/15

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

Please see Governance Template for a description of our 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?

Allocations to members will be made according to the project proposals and budgets that are approved by the GAEN consortium board and compliant with the action plan.

Each funded member will have an MOU that includes a budget with the fiscal agent, Merced Community College District. The GAEN Consortium members will invoice the fiscal agent quarterly and will include verification documentation of expenditures. The fiscal agent will maintain records as required by state and federal regulations.

The Coordinator will work closely with the fiscal agent to communicate invoicing processes and allowable expenditures to the members. The fiscal agent will conduct onsite reviews to verify

allowable expenditures. The Certifying Officer will be the Senior Accounting Manager.

   The end of the fiscal year summary of expenditures will be developed and approved by the GAEN consortium board for submission to the state.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this purpose described in AB86: "… **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**" Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

Executive Summary

"Getting a GED can help you to be something important, to be an important person." This quote came from one of 28,579* people between the ages of 18 and 49 who does not possess a high school diploma or equivalent, and is not enrolled in adult education programs in the Gateway Adult Education Network (GAEN) service area. The GAEN region consists of a large, but lightly populated area in the San Joaquin Valley of California.
Merced Community College, Merced County Office of Education and the nine school districts in the region will assist hundreds of people to become "important people" through the efforts of the Network from 2015-2018.

Restoring basic education services after many were eliminated during flexibility, including English-as-a-Second Language, Adult Basic Education, High School Equivalency and diploma are the top priority for the region. In addition, research on the status and gaps in the region reveal a need for counseling services, so adults know where their educational journey needs to begin and ultimately, where it can end. Support structures including transportation and childcare during classes will also provide for the success of participants.

Regional studies conducted by UC Merced Blum Center and Hanover Research show that word of mouth is still the most reliable form of community communication in the ethnically diverse

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consortium area. Creative marketing strategies will be employed to bring region-wide awareness to new and existing services.

Once basic education services are reintroduced, short-term Career Technical workshops and classes will help students climb closer to their goals by making them more marketable. The short-term classes will be designed to operate concurrently with basic education coursework to motivate and accelerate student progress.

Building services for Adults with Disabilities and pre-apprenticeship courses will be added after 2015-16.

Summer bridge programs designed to transition students from noncredit to credit and high school diploma or equivalent will be implemented in 2016-17.

GAEN Community partners include the Human Services Agency of Merced and Mariposa, Departments of Workforce Investment, California Department of Rehabilitation, Merced County Library Literacy program, Merced County Mental health, local labor union officials, Kings View Work Experience Center and the Central Valley Opportunity Center.

The majority of the school districts will offer English-as-a-Second Language classes to enhance language learners proficiency and allow them to advance in their careers as well as connect with their children the their schools. In addition, there will be opportunities for those who did not complete high school diplomas to finish them at several of the schools. Merced County Office of Education will be building on Career Pathways in Early Childhood Education, Logistics/ Warehousing and Construction Trades leading to apprenticeship. Merced College has plans to increase student wraparound services to encourage transfer from noncredit to credit and completion. The college will also focus on building pre-apprenticeship and apprenticeship opportunities.

The addition of two new categories, "Adults in the Workplace" and "Adults Training to Support Child School Success" will be added in 2016-17 as partnerships with lower grade schools and districts and the Department of Workforce Investment are further developed.

Realistically for the next three years most of the districts in this consortium will be working on developing a lasting program. They will be working on including maintaining a group of qualified instructors, increasing student participation, and conducting research on the types and schedules for classes to meet the needs of adult learners.

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.
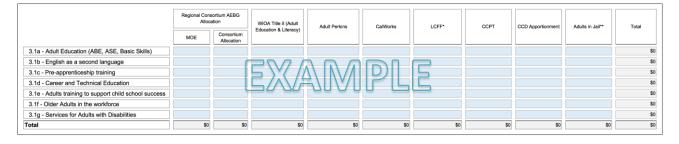
<div align="center">Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)</div>

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										$0
3.1b - English as a second language										$0
3.1c - Pre-apprenticeship training										$0
3.1d - Career and Technical Education										$0
3.1e - Adults training to support child school success										$0
3.1f - Older Adults in the workforce										$0
3.1g - Services for Adults with Disabilities										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).
NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the **Member Allocations Workbook** for Table **3.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.
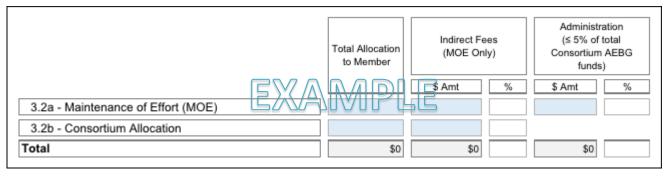
<div align="center">Table 3.2 Consortium Allocations by Member (Estimated)</div>

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

Section 4: Overview of 2015-16 Action Plans

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

language has been adapted to the AB104 AEBG context.

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

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

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

Each school will use placement systems that include standardized testing, transcript analysis, and/or one-on-one assessment. Current vendors include CASAS, Pearson, and Educational Testing Services. Dialogue between institutions about how to help students move and progress among the various levels of education will occur during 2015-16.

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?

> In 2015-16, all member districts will use the data collection and tracking systems that are in place currently. The GAEN Consortium coordinator will create a spreadsheet with common data elements for enrollment, demographics and performance that are agreed on by all members. These data will be submitted to the coordinator who will format it into the common reporting tool developed for the consortium.
>
> Classroom instructors will use multiple measures including grades, formative and summative assessments to determine student progress.

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
Shared Counselors	On going	All	Students will create individual transition plans with the aid of the counselor that includes moving between systems.	Monitoring number of students moving from one system to another, becoming employed, and achieving promotions in employment.
MCCD presentations at K-12 Adult Schools	Spring & Fall	All	Students will complete college applications and financial aid forms.	Number of students enrolling from K-12 schools will be monitored.
Field Trips to MCCD	Spring & Fall	All	Students will complete college applications and financial aid forms.	Student participation numbers
Summer Bridge Program	Summer	All	Adult school students will attend a summer bridge program	Count of students in summer bridge program
Staff Development	Quarterly	All	Improve program quality	Sign-in sheets
Articulation agreements between MCOE & MCCD	Spring	MCCD & MCOE	MCOE students will receive college credit	Enrollment numbers and college transcripts

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
College Day & FAFSA workshops **Portfolio Day & Mock Interviews (MCOE/DPOL)** **Senior Exit Interviews (High Schools)**	Fall & Spring	Le Grand UHSD Delhi USD Merced CCD Dos Palos Oro Loma USD Merced COE	Increase knowledge for high school seniors and continuation students of options for college, career pathways, job preparation, financial help	Sign In Sheets Rubrics (for each student)
Career Industry Day	Fall	MCOE Mariposa County Merced CCD	Increase knowledge for career pathways for future adult learners	Sign In Sheets
Parent Night	Monthly	Dos Palos Oro Loma USD	Various topics including tracking their students' grades, college application, FASFA	Sign In Sheets

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
Increase Course Availability	Spring 2016	All	More classes throughout the region	Comparing enrollment in Spring 2016 to previous years
Counseling	Spring 2016	All	Students receive	Signed reports by

			counseling for help determining pathway	students affirming counseling session
One Stop Access to Information (website)	Spring 2016	All	Improved access to information about classes	Survey students and partners on use of website
Increased Outreach	Spring 2016	All	Increased enrollment across region	Comparing enrollment in Spring 2016 to previous years
Individual Transition Plans	Spring 2016	All	Students have a plan for their educational pathway	Survey students
Child Care Services	Spring 2016	MAS, MCCD, Gustine, Delhi, Le Grand	Increased access to child care for adult learners	Enrollment Forms Sign In Sheets
Expansion of Immigrant Services	Spring 2016	MAS, Delhi, Dos Palos Oro Loma	More access to ESL and Citizenship	Pass rate on citizenship test
Increased technology access	Spring 2016	Dos Palos Oro Loma, Gustine, Mariposa, MAS	Skill acquisition	Assessment tests
Professional Development	Fall 2015 / Spring 2016	All	Improve program quality	Sign-in sheets
Transportation	Spring 2016	Gustine, Delhi	Increase adult learner participation	Bus Request Forms

4.3 - Objective 5: <u>Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.</u> Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Accelerated job-related trainings for students in basic skill classes (parallel track)	Spring 2016	MUHSD	Achieve certificate while completing basic skills	Enrollment & Completion data
Tutoring	Spring 2016	MUHSD, MCCD,	Additional tutoring to help students complete on time	Tracking student progress
Child Care Services	Spring 2016	MAS, MCCD, Gustine	Increased access to child care for adult learners	Enrollment forms Sign In Sheets
Individual Transition Plans	Spring 2016	All	Students have a plan for their educational pathway	Survey students
Transportation	Spring 2016	Gustine, Delhi	Increase adult learner participation	Bus Request Forms
Online Software Programs	Spring 2016	All	Access to self-paced supplemental instruction to help students complete faster	Assessment tests

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

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

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

● Practices in basic and secondary skills that build the "college readiness" skills.

● Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.

● Technology use and integration to enhance and expand technology in Instruction.

● New models and instructional strategies for contextualized and/or accelerated teaching and learning.

● Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Disability Awareness Training	November 2015	All	Increased proficiency working with diverse populations	Survey instructors in June
Kick-Off Summit	December 2015	All	Improve networking among districts' staff	Sign in sheet and survey
Tours of Established Programs	Spring 2016	All	Improve understanding of classroom management, instruction, lesson planning, etc.	Sign-in and Survey

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Teacher Mentoring Program	Spring 2016	All	Improve understanding of classroom management, instruction, lesson planning, etc.	Surveys
Planning with community partners	On going	All	Leveraging community resources	Formal and informal partner agreements
Regional Conference	June 2016	All	Collaboration & Networking among staff and faculty	Sign In
Regional Collaboration	Spring 2016	All	Collaboration & Networking among staff and faculty	Sign In

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

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

Partners might include but are not limited to:
   o WIBs
   o Chamber of Commerce
   o County Libraries
   o County Office of Education
   o Industry Employer Groups
   o Literacy Coalitions
   o Economic Development Regions
   o County Social Services - CalWorks
   o Employment Development Department (EDD)
Examples of activities include:
   o Outreach by the regional Consortium to existing regional structures not yet involved Adult

Education that could address a gap or need

○ 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
Prepare adult learners to take the High School equivalency certificate exam	Merced County WDB, Los Banos	Cash, facilities, equipment	Merced Adult School	Fall & Spring	Adult who need to complete their high school education	Enrollment and Pass Rates
Ancillary expenses for adult learners	Human Services & WDBs	Funds for transportation, child care, books supplies	All	Spring	CalWORKs participants	Student in-take survey
Provide ESL to parents	Atwater Elementary, Merced City School, Weaver Union, Merced Union, Winton, Livingston	In kind facilities	Merced Adult School	Spring 2016	English Language Learners	Enrollment
Instructional Agreement to provide life skills classes	Kings View Work Experience Center	In kind facilities	Merced Community College District	Spring 2016	Adults with Disabilities	Enrollment
CTE advisory meetings	Industry Employer Groups	Staff Time	All	Spring 2016	Industry Partners	Sign In and Meeting Minutes
Referrals to adult learners	Literacy Coalition	Staff and Site Time	All	Ongoing	Basic Skills adult learners	Student in-take Survey

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 <u>should not</u> include those expenses.
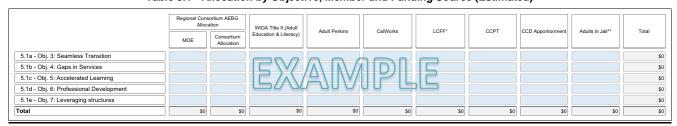
Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	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

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

overview of the information required.

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.

We are proposing realistic but modest goals. Our programs are very small and our schools are rural, isolated and under resourced. Our districts are faced with many challenges including faculty recruitment and retention, student access, space for classes, and many transitions in leadership. As a result of these factors we are proposing realistic goals that include capacity building, professional development, outreach into populations that has not been served for many years, transportation and childcare as foundations for sustainable growth in future years.

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)

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 use the tables listed above as a rubric to measure effectiveness. The coordinator will monitor the progress of the consortium.

Section 7: Consortium Member Signature Block

See signatures on the following pages

Name:	Adolfo Melara
Consortium Member:	Delhi Unified School District
Email:	
Date:	November 6, 2015
Signature Box:	

Name:	Frank Lemos
Consortium Member:	Dos Palos Oro Loma Joint Unified School District
Email:	flemos@dpol.net
Date:	November 6, 2015
Signature Box:	

Name:	Denise Rivera-Pantoja
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