



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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Monterey Adult School	Alan Crawford	831-392-3560	acrawford@mpusd.k12.ca.us	11/11/2015
Pacific Grove Adult School	Barbara Martinez	831-646-6580 x 426	bmartinez@pgusd.org	11/5/2015
Monterey Peninsula College	Michael Gilmartin	831-646-4039	mgilmartin@mpc.edu	11/4/2015
Carmel Adult School	Karen Hendricks	831-624-1546 x 2015	khendricks@carmelunified.org	11/9/2015

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

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

Organizational Structure

Member Organizations

The members of this consortium include the Monterey Peninsula Community College (MPC), the Monterey Peninsula Unified School District's Monterey Adult School (MAS), Carmel Unified School District's Carmel Adult School, and the Pacific Grove Unified School District's, Pacific Grove Adult Education (PGAE).

Our consortium Steering Committee membership consists of representation from each of our member organizations:

- Alan Crawford, Monterey Adult School, Monterey Peninsula Unified School District
- Barbara Martinez, Pacific Grove Adult Education, Pacific Grove School District
- Michael Gilmartin, Monterey Peninsula College
- Karen Hendricks, Carmel Adult School, Carmel Unified School District

Kevin McClelland and Celine Pinet are no longer Steering Committee members. Our consortium's full-time coordinator, Thatcher Weldon, started work on October 14th, 2015. Morgan Matthews was the full-time coordinator from September 2014 until June 2015. Allison Shelling completed excellent interim, part-time coordination work and transitioned those responsibilities to the full-time coordinator, Morgan Matthews.

Partner Organizations

In addition to the official members of the consortium, several regional partners who support adult education will also be involved in developing the comprehensive plan. They will help create the plan and then either provide support or actually provide educational activities through the implementation of the plan. They include:

- Monterey County Workforce Investment Board

- Monterey County Office of Education, Alternative Education
- Monterey Institute of International Studies
- Monterey County Hospitality Association
- Defense Language Institute
- Community Hospital of the Monterey Peninsula
- Pebble Beach Company
- Monterey Bay Aquarium/Research Institute
- California State University Monterey Bay
- Small Business Development Council
- Monterey Business Council
- Association of Monterey Bay Area Governments
- Monterey County Community Foundation
- Monterey Salinas Transit
- Monterey County Probation Department
- Talbot
- United Way of Monterey County

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?

Decisions on how we will manage our block grant will be discussed and voted on at our Adult Education Steering Committee meetings. Grant expenditures will be tracked and managed throughout the year by the Adult Education Coordinator and reported to the state in our quarterly reports. Monterey Peninsula College will be our Certifying Officer.

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.

We will have developed a tracking system to collect data and track students across the schools in our consortium. There will be a clear transition pathway to education and career pathways for students by providing help in counseling and support. We will have developed outreach to target a larger population of non-native English speakers in the community to provide information and courses to areas in need. We will continue to update and distribute brochures of all Adult Education offerings in our consortium region. Our Adult Education website on the Monterey Peninsula College website will continually be updated with information about courses and opportunities in adult education, and we will look to include a Spanish language translation of the website as well as any other languages that we find necessary. Our consortium's citizenship outreach will have expanded to help immigrant students in the area by providing two English Language Civics courses. We will have more opportunities for professional development and team building amongst all schools and partners in our consortium in order to keep building on our unity as a consortium.

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		WIDA Title II (Adult Education & Literacy)	Adult Partners	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.

Table 3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

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

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

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.

- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

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

Students entering into GED/high school diploma and ESL courses at Pacific Grove Adult School and Monterey Adult school will be assessed using the CASAS test. Based on their results, they will be placed at the appropriate level. Students will then be given a progress test in the CASAS after 70 hours of instruction to determine how much they have progressed. Students at the adult school sites will have support to transition into Monterey Peninsula College once they have progressed to a level of being college ready by either receiving their high school diploma equivalency or finishing the sequence in ESL coursework. There will be continued communication and information provided to the students at each of the adult school sites in our region in order for students to understand the opportunities available to them after finishing their goals at the adult schools. The coordinator of the consortium will work to establish communication with the students and faculty at all sites in order to provide seamless transitions for students into career pathways. We will also work with foreign degree evaluation services to help our ESL students who have foreign degrees obtain an evaluation in order to help find employment or to continue their education in California.

Students entering the Basic Skills and ESL courses at Monterey Peninsula College will be given the college's entrance exam to determine what level they will be placed in. Students will progress through the programs at Monterey Peninsula College in order of sequence until they are ready for college level or career pathways coursework.

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?

Students will be tracked using the intake forms and student progress forms at each school site. The CASAS online tracking system will continue to be used in order to determine our numbers throughout the year in terms of enrollment and progress. This will help us track the numbers of students in our consortium as well as the progress of individual students as well as our overall percentages of student gains and program outcomes.

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

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

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
ESL students into MPC Non-CTE programs	End of year	All school sites	Increased transitions of ESL students	Tracking ESL students that transition to careers or certificate or degree programs
ESL students into GED/high school diploma programs	Next Spring	All sites, coordinator	More transitions to GED/high school diploma	Tracking students that transition from ESL into GED/high school diploma programs
Adult School Students to MPC Health & Hospitality Programs	Next Spring	All sites	More transitions to career pathways	Tracking students enrollment into Health and Hospitality Programs

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
Expand Currently available offerings, such as ESL, Community College Basic Skills, HSD, GED, ABE, ASE, and CTE	Spring 2016	All school sites	Increased enrollment	Tracking student numbers
Support for Students with Disabilities	Spring 2016	Pacific Grove	Increased enrollment of AWD students in our region	Tracking student numbers
Transportation	Spring 2016	Monterey Adult School, Pacific Grove Adult School	Increased enrollment in ESL, GED/high school diploma courses	Tracking student numbers
Community outreach	Spring Semester	All sites, Coordinator	Increased enrollment in ESL, GED/high school diploma courses	Tracking student numbers

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
Contextual ESL in high-potential fields: Hospitality, Health Science, Business Management & Administration	End of year	MPC, PGAE, MAS	Increased students in career pathways	CASAS pre and post tests (Adult Schools) Classroom Assessment (MPC) Student Retention Student Persistence Completion of Certificates
Career Exploration in courses, in one high-potential field or combination of fields: Hospitality, Health Science, Business Management & Administration	End of year	MPC, PGAE, MAS	Increased students in career pathways	Enrollment, Persistence, Retention
English Language Civics	Spring Semester	Pacific Grove Adult	Immigrant students will not only improve their language skills, but will prepare to become citizens	Tracking student progress and citizenship

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
AEBG Conferences	Throughout year	Faculty at all sites	Team building, skill building	Implementation of new methods in the classroom and performance outcomes.
Adult Education Professional Development	Throughout year	All sites faculty and staff	Team building, technology use, skills building	Post meeting evaluations
CATESOL Conferences	Throughout year	ESL faculty	Team building, skills building, college readiness skills	Implementation of new methods and performance outcomes.

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

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

Partners might include but are not limited to:

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

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Basic Skills	Monterey County Free Library	TBD	PGAE, MAS, MPC	End of year	Low-income, unemployed, ESL	Enrollment, progress assessment
Classes for Immigrants	Monterey Institute for International Studies	Student time; MIIS instructor supervision of students	PGAE, MAS, MPC	Ongoing	Immigrant students	Enrollment, progress assessment
Programs for Adults with Disabilities	MPUSD and PGUSD high school student services	MPUSD and PGUSD will provide information and referrals in planning and administrative activities	MPC, PGAE, MAS	End of year	Adults with disabilities	Enrollment

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 Apprenticeship	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

	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.

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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)

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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)

Our consortium will be looking to increase enrollment in our ESL and Basic Skills courses by targeting areas that are in need and providing courses where necessary. We will also be working in collaboration with each other to ensure that students in our areas understand all the adult education offerings in the Monterey Peninsula Region. We are looking to increase career offerings and courses for Adults With Disabilities in the area. We will be providing career technical skills courses for older adults. We will also build pathways for students to feel comfortable coming to study at Monterey Peninsula College after finishing their studies at the adult school sites in ESL and Basic Skills. Our consortium will also look into helping our English as a Second Language Students who have foreign degrees have those degrees evaluated in order to help them apply to jobs or to continue their education here in California.

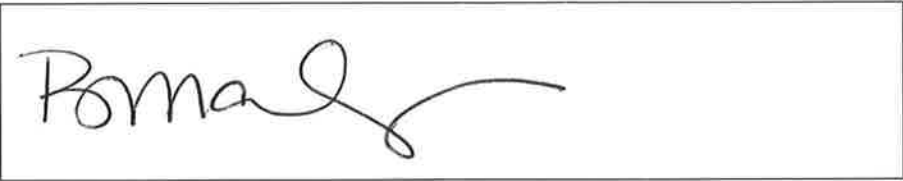
Section 7: Consortium Member Signature Block

Name:

Consortium Member:

Email:

Date:

Signature Box: 

Name:

Consortium Member:

Email:

Date:

Signature Box: 

Name:

Karen Hendricks

Consortium
Member:

Carmel Adult School

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Date:

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Name:

Michael Gilman

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Consortium
Member:

Email:

Date: