



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

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
New Haven USD	Jessica Wilder	510.489.2185	jwilder@nhusd.k12.ca.us	09.15.2015
Newark USD	Marc Lopes	510.818.3001	mlopes@newarkunified.org	10.06.2015
Fremont USD	Gladys Kiefer	510.793.6465 X29105	gkiefer@fremont.k12.ca.us	10.28.2015
Ohlone CCD	Mark Lieu	510.659.6276	mlieu@ohlone.edu	09.09.2015

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

See attached.

1.9 Attach an organizational chart to this plan submission.

See attached.

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?

Ohlone College is serving as the fiscal agent for the consortium. Each school district and the

College maintains records to certify its expenditures under the grant. Ohlone College reimburses each school district for expenditures, which are approved by both co-chairs of the consortium. Our certifying officer is the Director of Business Services at Ohlone College.

Section 2: Plan Summary for Program Year 2015-16

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?

By the end of the 2015-2016 program year, on the collaboration initiated in developing the consortium plan, the consortium will have established four on-going work groups: ESL, AWD, ABE/ASE, CTE/Apprentices. Each work group will be meeting on a regular basis to further the work of the consortium to achieve plan goals. This work has already begun in the form of a working summit held on October 9. At this summit, participants from the College, the three adult schools, and partners established work group processes, including group norms and how each group would reach consensus. Two of the work groups shared projects that actually were begun in summer 2015, one in CTE/ABE/ASE and one in ESL, and all work groups considered how to collaborate across areas to leverage these activities. The consortium plans to have another summit in spring 2016 in order to both support the work of the work groups but in order to continue to bring in community partners as the activities of the work groups are further refined.

Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts.

See spreadsheet.

Section 4: Overview of 2015-16 Action Plans

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.

1. Improved transition pathway for ESL students from the adult school to Ohlone College. This includes curricular realignment as well as a transition course targeted towards familiarizing adult school ESL students with going to college.
2. Development of targeted career pathways for information technology (IT) and early childhood education (ECE).
3. Improved communication among all members and community partners in the support of adults with disabilities.
4. Continued work in collaborating with community partners such as Growth Sector on solidifying educational pathways into biotechnology and advanced manufacturing.

4.1a Provide a description of your **Regional Assessment Plan**, i.e. how students will be appraised,

placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Assessment of students will take place on multiple levels. CASAS testing will continue at the adult schools, both pre- and post-testing for all enrolled students. In addition, assessment testing that aligns with preparation for Ohlone College courses – including preparatory English, mathematics, and ESL – will take place. The current assessment testing used at Ohlone College includes Accuplacer and Compass ESL. Faculty and staff at the College will monitor student progress and connect with student services to support that progress.

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?

Because there is currently no centralized system for such purposes, the consortium will rely on its members to collect and report such data. For programs contained within the adult schools, each adult school will track its own enrollment, demographics and performance in specific courses as well as between courses. While many adult school students end up transitioning to courses and programs at Ohlone College, due to the lack of a common student identification system between adult schools and the college, the consortium will focus its efforts on manual collection of such data for students enrolled in targeted transition programs. All adult schools in the consortium use the ASAP & TOPSpro Enterprise systems to maintain and collect student data. The College uses Ellucian Colleague for data collection. The data collected will inform the consortium’s annual evaluation of its work plan, providing the data needed to rethink, revise, and refine the activities of the work plan in order to meet targeted program outcomes.

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Develop pre-apprenticeship program in cosmetology Research and develop potential collaborations with other pre-apprenticeship programs	2015-2016	CTE Work Group members	Determination of program components needed to establish the pathway to apprenticeship in this area	Student enrollment; number of placements into apprenticeship

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
CTE Pathway for biotechnology and advanced manufacturing: second cohort	Spring 2016	CTE Work Group members Sparkpoint Growth Sector	Increased cohort numbers compared to 2015	Number of students from the cohort who enroll in courses in the two programs.
Offer additional ASE/ABE and ESL course sections in order to meet demand for afternoon and evening sections five days a week	2015-2016	Fremont USD New Haven USD Newark USD	Increased course sections; increased enrollments	Number of students enrolled in additional sections
Coordination of services for AWD	2015-2016	AWD Work Group members	Regular meetings of the AWD work group members Compilation of resources across members and partners Orientation of AWD adult school students to the College	Survey of AWD service and education providers regarding support for AWD over the course of the year

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
CTE Pathway for biotechnology and advanced manufacturing: second cohort – the purpose is to raise English and mathematics proficiency to near-college level in order to accelerate entry into these programs	Spring 2016	CTE Work Group members Sparkpoint Growth Sector	Increased cohort numbers compared to 2015	Number of students from the cohort who enroll in courses in the two programs.

<p>Creating and increasing number of contextualized classes i.e. VESL & VABE at the adult schools.</p> <p>(with potential pathways and stackable certification)</p>	Winter/Spring 2016	Adult Schools Ohlone	Students will be prepared for entry level workforce with potential for level increase	<p>Pre-post tests</p> <p>Number of completers</p> <p>Number of students enrolled in next level.</p> <p>Number of students who obtain or increase employment.</p>
<p>Creating supported/integrated adult ROP classes based on the IBEST model.</p> <p>(with potential pathways and stackable certification)</p>	Spring	Adult Schools ROP Ohlone	Students will receive specific industry certification.	<p>Pre-post tests</p> <p>Number of completers</p> <p>Number of students enrolled in next level.</p> <p>Number of students who obtain and/or increase employment.</p>

4.4 Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Work group meetings	2015-2016	All	Increased coordination across member and partners	Number of participants
Focused professional development workshops (e.g. use of technology in ESL classes; review of college course curriculum to inform ASE/ABE/ESL courses. In addition, adult school work on aligning courses	2015-2016	Work group participants	Application of information and skills from workshops	Evaluation surveys for workshops

to CCRS)				
Conference attendance	2015-2016	All	Application of information and skills from conferences	Self-reporting

4.5 Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Including visits to One Stop as a part of ESL transition courses	Tri-Cities One Stop	Awareness to adult learners of the One Stop, even as they learn about the College ESL program and other College services	ESL Work Group; Tri-Cities One Stop	Spring-Summer 2016	ESL Adult School transition course participants	Survey of students after visits
Integration of financial literacy into CTE efforts	Fremont Family Resource Center	Take advantage of the services provided as a part of Sparkpoint	Consortium members, Fremont Family Resource Center	2015-2016	Adult school students enrolled in CTE pathway programs (IT, ECE, biotech, advanced manufacturing)	Integration of financial literacy into program curriculum
Collaborative career classes utilizing integrated education to accelerate learning.	ROP	Use of the ROP professional equipment and vocational instructors.	All consortium members	Spring 2016	Adult school students receive entry level CTE pathway leading to stackable certifications including college degree.	Student pre-post testing. Number of students earning certificates. Number of students going to next level.

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective.

See spreadsheet.

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

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

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

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

% With increased wages, for those who had this goal during the current program year.		
--	--	--

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional)

No response.

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)

- Student enrollment
- Student success in program courses
- Student program completion
- Student college course assessment
- Student CASAS assessment
- Student evaluations of courses and programs
- Surveys of members and partners regarding consortium activities