



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-040

1.2 Consortium Name:

Palomar / Vista

1.3 Primary Contact Name:

Mollie Smith

1.4 Primary Contact Email:

msmith@palomar.edu

If applicable:

1.5 Fiscal Agent Name:

Vista USD

1.6 Fiscal Agent Email:

donnacaperton@vistausd.org

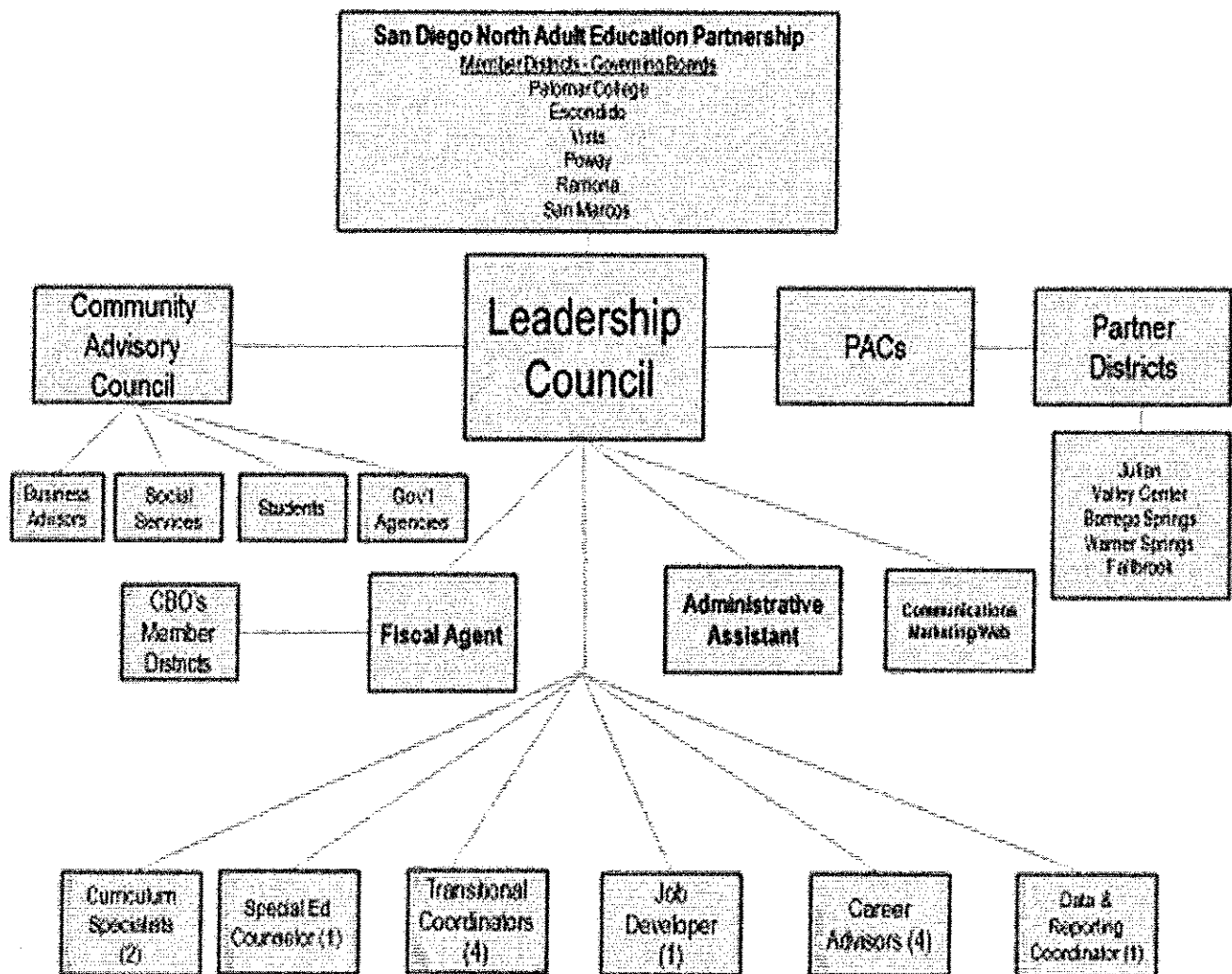
1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

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
Palomar College	Mollie Smith	760-744-1150	msmith@palomar.edu	12/18/15
Vista USD	Elizabeth O'Shea-West	760-758-7122	elizabethosheawest@vistausd.org	11/19/15
Poway USD	Kathleen Porter	858-668-4016	kporter@powayusd.org	11/9/15
Escondido USD	Dominick Gagliardi	760-739-7300	dgagliardi@euhsd.org	11/17/15
Ramona USD	Dave Lohman	760-787-2007	dlohman@ramonausd.net	10/15/15
San Marcos USD	Mary Bunker	760-290-2550	mary.bunker@smusd.org	12/15/15

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.



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 fiscal agent will work with the Leadership Council to establish budget allocations annually. Preliminary budgets/allocations will be developed after the Governor's January Budget Proposal, with revisions made to the preliminary budget based on the May revise. Final budget allocations will be provided to member districts with sufficient time for incorporation in the districts' annual budgets. The annual SDNAEP budget will be submitted with the annual report by the required State deadlines.

Quarterly updates received from individual member districts receiving AEBG funds will be prepared in a financial summary report and will be reported to the SDNAEP Leadership Council on a quarterly basis. The financial summary report will identify funds allocated, encumbered, expensed and remaining balances for both individual district allocations and the consortium-level funding managed by the fiscal agent. Any budget adjustments will be made as required by the State guidelines with narratives provided by the SDNAEP Leadership Council chair, for funds held at the consortium-level, or by the District Designated Representative, for funds allocated to districts.

The Chief Business Officials and/or District Designated Representatives of each member district will meet as needed to review upcoming requirements for financial input. The fiscal agent will identify the information and format required by the State. The fiscal agent will provide each member district with the State guidelines on the allowable uses of AEBG funds. As needed, the fiscal agent may gather input from District CBO's and may make recommendations to the Leadership Council for consideration.

Current member districts, with the exception of Palomar Community College District, utilize the same financial software, which will allow us to merge similar data. The Leadership Council and fiscal agent will work with the community college district to extract required data in a format that can be uploaded to the State using Microsoft Excel. Each of the CBO's will be required to certify their data to the fiscal agent. The fiscal agent will then serve as the Certifying Officer of the SDNAEP fiscal information submitted to the State.

The fiscal agent will dedicate an accountant to handle the financial activities of the partnership. The accountant will consolidate the data certified from the partner districts into the format specified by the State. The financial data will be submitted in the timeframe required to meet State milestones.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on 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 – YEAR ONE

As indicated by the priorities listed in the San Diego North Adult Education Partnership's guiding principles, the Partnership is committed to "doing things differently" in order to accelerate academic and career success for all adult education students in our region.

Together with our business and agency partners, our consortium is committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace. Priorities for implementation in the first year include addressing costs of programs, transportation and childcare, distance learning capacity, and opening new classes on a region-wide basis.

By the end of the first year of implementation of the plan, adult education in our region will have:

- *Increased the overall number of adult learners in key focus areas*
- *Increased the number of successful and seamless transitions of students from adult education to post-secondary*
- *Established methods for implementation of curriculum alignment among courses and programs*
- *Developed and/or expanded programs based on on-going data collection and analysis of need*
- *Increased awareness of adult education in the region through implementation of a strategic marketing and communications program*
- *Increased student support services for successful completion of adult education programs, transitions to post-secondary and the workforce*
- *Increased partnerships with industry, non-profit agencies, adult education focused organizations and other key stakeholders*
- *Created and increased cost effective child care and transportation options*
- *Established a SDNAEP Business Advisory Council*

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 Peaches	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.

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	0%
3.2b - Consortium Allocation					
Total	\$50,000	\$300	1%	\$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?

In our first year plan, SDNAEP plans on creating opportunities for our teachers to meet and review what current assessments are being used evaluate their effectiveness, keep what works and look into other assessment tools to meet our needs. Currently Adult Education K-12 Districts are using CASAS assessments that measure multiple modalities: reading, listening, and writing for their ESL and HSD programs. This assessment is also used to report student gains to WIOA. In regards to CTE there are variances where Poway and Vista use TABE, Escondido uses CASAS Employability Test to assess student placement. Palomar College uses Compass for their placement test and CELSA at the Fallbrook location. These assessments will be continued to be used but selected regional staff will agree upon what data is going to be pulled to assess student progress and transition to community college and/or work. This will take additional collaboration and a data technician to assist in collecting the required data outcomes. Progress for students will also be included in this evaluation. CASAS is able to track the students moving forward in their gains and CTE students are tracked through completing their courses obtaining certificates and working with

a Transitional Counselor or Job Development Counselor to transition to community college and/or work.

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?

While there is variation in the student management and data collection systems among the members of the consortium, there is also commonality. Since Escondido, Poway and Vista Adult Schools are each WIOA funded agencies, there is a requirement to use the same data collection system known as TOPs PRO Enterprise. This system collects data such as demographics; student level gains; high school diploma/high school equivalency completion; goal attainment; and becoming employed. The system is currently being modified to collect information regarding new data points established as a result of the reauthorization of this federal funding source. Testing data and other data points are captured at the classroom level based on entry and exit forms that are completed for each student and then entered in the database.

For student attendance and other student records, Escondido and Vista Adult School both employ the Administrative Software Applications Program (ASAP) to collect this data. Poway Adult School uses Synergy to house student attendance and course completion information and Lumens for its on line registration system. Palomar College uses People Soft as its student information system.

The use of these systems will remain in place as the programs wait for the development of a more comprehensive data collection system that is being completed at the state level. In the meantime, the Consortium has also included in its plan, the need to hire a data technician whose primary role will be to collect and aggregate yet to be determined data points. SDNAEP will also hopes to leverage its resources and planning with the California Career Pathways Trust Initiative in San Diego County that is also seeking a solution of having a user-friendly common data collection system.

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
Communications/Marketing Support (Internal/community/media relations, social media and community outreach)	November, 2015-June 2016	Leadership Council and Marketing Firm	Expanded website; Collateral materials; advertisement	Website analytics; Published materials; enrollment numbers
Marketing Plan Development	November, 2015-January 2016	Leadership Council and Marketing Firm	Comprehensive marketing plan	Developed materials; Enrollment numbers
Design and develop brand (logo, stationery system)	November, 2015	Marketing Firm	Logo, stationery	
Collateral template development (ad templates)	December, 2015	Marketing Firm	Templates	Use of collateral materials; Enrollment numbers
E-blast template redesign	December, 2015	Marketing Firm	E-blast template	Website analytics
Website Enhancement Design and Content, Management, Social Media	December, 2015	Marketing Firm	Expanded Website	Website analytics
Photography-Website, ads, collateral materials, special events	December, 2015	Marketing Firm	Expanded website; collateral materials	Website analytics; enrollment numbers

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
Ad Development/Media Buying (billboards, radio, electronic, print, on-line)	January -June 2016	Marketing Firm	Advertisement Products	Survey methods of increased student awareness; Enrollment numbers
Special Events/Community Outreach	February-June 2016	Leadership Council and Marketing Firm	Community Advisory meeting and forums	Community attendance; increased partnerships; enrollment numbers
Expanded Research Studies	January-June 2016	Research Consultant and Leadership Council	Improved employment information related to job demand and growth	Alignment of programs to resulting information

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
In year one, hire two curricular specialists - one for English (ESL) and one for CTE.	October - December	Leadership Council	Hire highly qualified specialists to assist implementing the Plan and providing support to students and teachers.	Hiring of the 2 specialist.
Inventory all offerings and determine starting point(s) for curriculum alignment work.	December - January	Curriculum Specialists	Inventory of course offerings in the region.	Plan to work with teachers to start curriculum alignment work.
Convene groups of teachers in all program areas to discuss year one curriculum development and alignment goals.	February	Curriculum Specialists; Teachers	Collaboration and open discussion on best practices to assist student learning.	A collaborative tool that lists aligned courses and next steps.
Identify soft skills to address and develop cross-curricular projects that will address and reinforce soft skills development.	October - February	Curriculum Specialists; Teachers	Projects that will be used in the classroom for students to be career ready.	Implementation of projects and student involvement in gaining soft skills and eventually employment.
Develop a "jump-start" academic basic skills class to offer at adult schools	February - March	English Curriculum Specialist; Teachers	Provide a new class to students that will refresh their basic skills.	Students passing Community College entrance exams and

for students transitioning to community college or work.				being placed in higher level courses.
Develop units from the academic basic skills class that can be integrated in existing ESL, ABE or ASE classes.	March	English Curriculum Specialist; Teachers	Improve curriculum by adding units that will increase their basic skills which will assist students in moving through levels.	Students completing courses with a higher level of skill knowledge.
In conjunction with the Career Education Specialists, develop a short-term (3 week) job readiness skills class for students transitioning to pre-apprenticeship programs and/or work.	February - March	CTE Curriculum Specialist and Career Education Advisors	New courses offered for students to become job ready.	Students successfully transitioning to pre-apprenticeship programs and/or to work.
Develop units from the job-readiness skills class that can be integrated in existing ESL, ABE or ASE classes.	March	CTE Curriculum Specialist; Teachers	Working with teachers and creating units being used in ESL, ABE and ASE classes that focus on job readiness skills.	Students reporting that they are more prepared for the work force.
Reconvene Teachers to give feedback on the products before finalization.	April	CTE Curriculum Specialists; Teachers	Collaboration integrating new units.	Teachers meeting and then implementing new units to assist student learning.
Identify teachers to offer the classes at each site and train to offer the curriculum.	March and April	Curriculum Specialists; Teachers; Administrators at sites	Teachers motivated to implement new strategies for student success.	Training and Implementation of new units.
Convene groups of teachers to train to implement specific units and projects into their existing programs.	April	Curriculum Specialists; Teachers	Teachers motivated to implement new strategies for student success.	Training and Implementation of new units.
Begin Implementation	April and ongoing	Curriculum Specialists; Identified teachers	New units focusing on meeting the gaps in academic skills and job readiness skills.	Students learning, benchmarks, and job readiness.
Monitor and evaluate the results.	May and ongoing	Leadership Council; Curriculum specialists	Students Increased skills.	Feedback, surveys and assessments.
Increase access to training in remote areas	October and ongoing	Leadership Council; Site Administrators	Create new opportunities for students in remote areas to access education/training.	Work with remote site administrators to identify community need.
Offer classes in remote areas	October and ongoing	Leadership Council; Site Administrators; libraries	Offer classes in remote areas at libraries or schools.	Classes implemented
Research other avenues to bring education/training to remote areas	October and ongoing	Leadership Council; Site Administrators	Look into online offerings or district transportation to bring students from remote areas to other AE sites for learning opportunities.	New options offered to students in remote areas.
Create partnership with Disability Resource Center at Palomar College	October – January	Leadership Council		

Provide childcare through partnerships with external organizations.	April - June	Leadership Council; Community childcare agencies	Review AE sites and needs and provide financial assistance for students who need childcare assistance.	Students complete courses.
Purchase laptops/tablets for loan to students	January – June	Leadership Council	Students continue learning from home completing courses.	Student course completion and remote students having access to online learning.
Data Collection	October – ongoing	Leadership Council	Create an agreed upon benchmarks and data outcomes to measure student success.	Retention, pathway transition, benchmarks, certificates, transition to CC and employment.

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
Integrated Instruction – PD for teachers. (Cross curricular and interdisciplinary projects)	February - May	All	Training offered. Integrated units developed. Pilot units in targeted classes. Refine and expand.	Attendance at PD offered. Measure the units developed as a result of training. Measure the implementation of units developed.

Create plan for curriculum work to Reformat Courses for Acceleration – offering more intensive, shorter duration courses.	April - June	All (led by curriculum coordinators)	Plan developed. Identification of courses to target in year 2. Recruitment of and commitment of teams to work on the curriculum revision.	Measure the length of time students take to reach completion. Measure student success in placement post-completion.
Contextualized Learning – PD for teachers (includes jump-start units for academic basic skills and job readiness or soft skills integration)	March - June	All	Training offered. Integrated units developed. Pilot units in targeted classes. Refine and expand.	Attendance at PD offered. Measure the units developed as a result of training. Measure the implementation of units developed.
Create a professional learning community for teachers to address personalized learning and competency-based education, especially in the ABE and ASE areas.	May 2016 – Year 2	ABE and ASE Teachers	Training offered. Formation of a PLC. Teacher participation in the PLC. Changes in curriculum delivery resulting from PLC participation.	Attendance at the PLC PD provided. Participation in the PLC meetings. Measure adaptations to the delivery of curriculum. Measure student completion rates and time to complete. Measure student post-completion success.

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
Convene groups of teachers and other stakeholders to discuss year one professional development goals.	January 2016 and ongoing	All	An annual professional development plan to address overall SDNAEP goals.	Development and delivery of professional development in accordance with the plan.
Identify soft skills to address and develop cross-curricular projects that will address and reinforce soft skills development.	December 2015 – February 2016	All (led by Curriculum Specialists)	Soft skills identified.	Units of instruction addressing identified skills produced. Measure student success post-completion.
Develop and implement a "jump-start" academic basic skills class to offer at adult schools for students transitioning to community college or work.	February – June 2016	All (led by Curriculum Specialists)	Academic basic skills jump start class developed and offered.	Number of courses offered, number of students enrolled, success of students post-completion.
Develop and implement units from the academic basic skills class that can be integrated in existing ESL, ABE or ASE classes.	March - June 2016	All	Units developed and implemented in existing classes.	Measure implementation and student success post-completion.
In conjunction with the Career Education Specialists, develop and implement a short-term (3 week) job readiness skills class for students transitioning to pre-apprenticeship programs and/or work.	March – June 2016	All	Job readiness skills class developed and offered.	Number of courses offered, number of students enrolled, success of students post-completion.
Develop and implement units from the job-readiness skills class that can be integrated in existing ESL, ABE or ASE classes.	March – June 2016	All	Units developed and implemented in existing classes.	Measure implementation and student success post-completion.

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

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

Partners might include but are not limited to:

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

Examples of activities include:

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

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

The ability to leverage regional structures is built upon a historic tradition of collaboration among Adult Education providers, education institutions, governmental agencies and non-profit organizations in the SDNAEP service area.

Currently, the SDNAEP lists more than 65 distinct entities and organizations in which the member partners participate in or collaborate with on an on-going basis. These entities include but are not limited to K-12 school districts, community colleges, four year universities, the San Diego County Office of Education, the San Diego Workforce Partnership (SDWP) and our local Workforce Investment

Board. Also include are literacy coalitions, local libraries, regional and local chambers of commerce and economic development councils, the Employment Development Department, Health and Human Services Department, the Department of Rehabilitation, a variety of community based organizations, representatives from public services (police and probation) and representatives from local legislators' offices.

Additionally, our consortium members serve on numerous other local committees, service organizations and boards, including the Education Committees of local chambers of commerce and economic councils.

With an extensive network already in place, SDNAEP members are committed to expanding, sharing and leveraging resources by working on a regional level to align and strengthen the network of services provided to adult education students at all levels.

Working together with the San Diego "Super Region" Advisory Committee, SDNAED can further enhance and leverage resources on a county-wide level as well.

Next Steps for Partner Involvement

In order to continually assess gaps and needs to strengthen and increase partnerships, the SDNAEP will take the following steps:

- 1. Continue to convene Program Area Councils (PACS).*
- 2. Continue to convene our Regional Advisory Committee.*
- 3. Continue to convene our Leadership Council and expand partnerships.*
- 4. Continue to attend and support the "Super Region" Advisory Committee to involve partners with a county-wide role such as the Department of Corrections, Department of Rehabilitation, etc.*

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
CTE Advisory Committees	EDD, HHSA, local employers	Updated relevant CTE curriculum.	All	Ongoing	Referrals to CTE and other programs	Numbers of students enrolled. Number of students employed post-completion.
Install instructional software at local library computers	Libraries	Allows ESL students to access Burlington English software at local libraries	Poway	January 2016 and ongoing	ESL student access	Measure use. Measure relationship between learning gains and access.
Create partnerships with local child care	CBO's – to be determined	Create opportunities for adult education	All	January 2016 and	Students who need	Numbers of students

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
providers.		students to have reserved space for childcare		ongoing	child care	accessing childcare. Measure student attendance and completion rates.
Forming partnership with North County Transit District and other transportation providers	North County Transit District	Provide low-cost or no cost transportation to students to adult education site	All	Fall 2016	10% increase student access	Increased numbers in enrollment
Develop a "North County Adult Ed Super Advisory Group"	Targeted industries representatives	Leveraging all of the adult education contacts to create a Super Business Advisory	All	January 2016 and ongoing	Varies	Continued Partnership
Internet access for distance learning	Partner with cable and satellite provides	Provide internet access to outlying regions	All	Year 2	Varies	Continued Partnership
Outreach to community service providers in the region to develop free and/or reduced fee childcare options at school site, particularly during evening classes	Independent child care providers etc.	Discounted services	All	January 2016	Varies by location	Benchmarking and trending enrollment numbers as well as coordinating with partners
Transportation options for students in remote areas	North County Transit District	Providing vouchers/discounted transportation	All	Sept. 2016	Varies by location	Benchmarking and trending enrollment numbers as well as coordinating with partners
Participation on Regional Advisory Council Labor Market Information Referrals	Vista Chamber of Commerce	In-kind staff time	All	Current	Various	Continued Partnership
Participation on advisory councils	Community Members (community based organization)	In-kind staff	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Labor Market Information Referrals	Future Focus	In-kind staff	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Referrals	Goodwill Industries	In-kind staff time	All	Current	Varies	Continued Partnership
Interagency Referrals	Julian Pathways	In-kind staff time	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council/Interagency Referrals/ Internships	San Diego Council Literacy	In-kind staff time	All	Current	Varies	Continued Partnership
Labor Market Information Guest Speakers	San Marcos Economic Development Council	In-kind staff time	All	Current	Varies	Continued Partnership
referrals, marketing and internships	City of Poway	In-kind staff time	All	Current	Varies	Continued Partnership

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
Referrals, marketing and internships	City of San Marcos	In-kind staff time	All	Current	Varies	Continued Partnership
Referrals, marketing and internships	City of Vista	In-kind staff time	All	Current	Varies	Continued Partnership
Participation on Advisory Council/Guest Speakers	Heritage Senior Care	In-kind staff time	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Guest Speakers Donation of equipment Scholarships	Mission Federal Credit Union	In-kind staff time and cash	All	Current	Varies	Continued Partnership
Participation on Advisory Council Legislative Advocacy Guest Speakers	Wells Fargo Bank	In-kind staff time	All	Current	Varies	Continued Partnership
Legislative advocacy Guest speakers	Assembly Member Rocky Chavez	In-kind staff time	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Interagency Referrals	Department of Corrections	In-kind staff time	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Interagency Referrals	Department of Rehabilitation	In-kind staff time	All	Current	Varies	Continued Partnership
Interagency Referrals Financial Assistance for Eligible Tribal Members	San Pasqual Education Department	In-kind staff time and cash	All	Current	Varies	Continued Partnership
Interagency Referrals Financial Assistance for Eligible Tribal Members	Two Directions (Rincon Band of Indians TANF)	In-kind staff time and cash	All	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Referrals Labor Market Information Financial Assistance for Eligible Students for Approved CTE Programs	San Diego Workforce Partnership (WIB) and the North County Coastal Career Center	In-kind staff time and cash (when available, for eligible students/programs through individual training accounts with the ETP)	All	Current	Varies	Continued Partnership
Partnership development with North San Diego Chamber, San Diego North Economic Council and Innovate 78 to assess member needs and assist with initiative such as distance learning and access to technology for adults in outlying areas	North San Diego Chamber North Economic Council Innovate 78	In-kind staff time	All	Fall 2016	Varies	Continued Partnership
Creation of Business Advisory Council to advise Leadership team on future educational needs of workforce by industry sector and assist in curriculum development	Businesses who agree to participate	In-kind staff time	All	Fall 2016	Varies	Continued Partnership
Students enroll in health care programs/	North County Lifeline	Agency provides tuition assistance	Escondido	Current	Varies	Number of students who

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
referrals						enroll in programs
ESL Classes	Escondido Public Library	Facility	Escondido	Current	Varies	Continued Partnership
Apprenticeship training/guest speakers donation of equipment	Mason Industry Training Association	Allows students to gain hands on work experience/ staff time and cash	Escondido/all	Current	Varies	Number of students employed post-completion.
Referrals to adult school	Interfaith Communities	Provides school with potential new students	Escondido	Current	Varies	Numbers of students enrolled.
DSP Testing	San Diego County of Education	Facility	Escondido	Current	Varies	Continued Partnership
Training Course referrals	Employment Development Department	Agency refers students to training courses to develop specialized career skills	Escondido	Current	Varies	Number of students who attend training courses
Referrals to adult school	Department of Rehabilitation	Agency provides school with new students	Escondido	Current	Varies	Numbers of students enrolled.
Referrals to adult school	CalWORKS	Agency provides school with potential new students	Escondido	Current	Varies	Numbers of students enrolled at adult school
Participation on Regional Advisory Council Labor Market Information Referrals	Escondido Chamber of Commerce	Engaging potential business partners/ in-kind staff	Escondido	Current	Varies	Continued Partnership
ESL classes	Escondido Union School District	Facility	Escondido	Current	Varies	Continued Partnership
Promotes adult school through job and career fairs referrals, marketing, internships	City of Escondido	City provides school with potential new students	Escondido	Current	Varies	Numbers of students enrolled.
Participation on advisory council, guest speakers and industry tours	San Diego Electrical Training Trust	Curriculum development/in-kind staff time	Palomar/All	Current	Varies	Continued Partnership
Participation on advisory council, guest speakers and industry tours	San Diego Sheet metal Training Center	Curriculum development/staff time	Palomar/all	Current	Varies	Continued Partnership
Participation on advisory council, guest speakers and industry tours	Southwest Carpenters Training Fund	Curriculum development and staff time	Palomar	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Labor Market Information Referrals	North San Diego Business Chamber	in-kind staff time	Palomar	Current	Varies	Continued Partnership
Student recruitment	Vista Education Committee	Community outreach awareness	Palomar	Current	Varies	Student enrollment
Student recruitment	North County Interfaith	Community outreach awareness	Palomar	Current	Varies	Student enrollment
Networking with industry leaders who can provide jobs or apprenticeships to students	North County Economic Development Council	Networking and relations with potential industry employers	Palomar	Current	Varies	Continued Partnership

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
Networking with industry leaders who can provide jobs or apprenticeships to students	SM Economic Development	Networking and relations with potential industry employers	Palomar	Current	Varies	Continued Partnership
Student recruitment	Pala Tribal TANG	Community outreach awareness	Palomar	Current	Varies	Student enrollment
Student recruitment	Pauma Band of Indians	Community outreach awareness	Palomar	Current	Varies	Student enrollment
Student recruitment	Boys and Girls club	Community outreach awareness	Palomar	Current	Varies	Student enrollment
Networking with industry leaders who can provide jobs or apprenticeships to students	North San Diego Business Chamber	Networking and relations with potential industry employers	Palomar and Poway	Current	Varies	Continued Partnership
Participation on Regional Advisory Council Labor Market Information Referrals	Poway Chamber of Commerce	Networking and relations with potential industry employers	Poway	Current	Varies	Continued Partnership
Networking with industry leaders who can provide jobs or apprenticeships to students	San Diego County College and Career Readiness Consortium	Networking and relations with potential industry employers	Palomar, Escondido and Poway	Current	Varies	Continued Partnership
ESL Classes	Vista Library	Facility	Vista	Current	up to 100 students annually	student learning gains
ESL Computer Classes/Leadership Seminar	DART Aerospace	Paid for employees to take classes	Vista	Pending	25 per class	Student and company feedback
ABE/HSD/HSEE/Referrals Facilities	Amity Ranch	Facility/staff	Vista	Current	up to 100 students annually	Student educational progress
DSP Training	Riverside COE	Facility	Vista	Current	15	Collaboration amongst agencies and geographical opportunity for SD students
Homeless Support Services	Project Outreach	Facility	Vista	Current	Varies	Continued Partnership
Computers to Low Income Families	San Diego Futures Foundation	Facility	Vista	Current	Varies	Continued Partnership
Education, Income and Health Support Services	United Way of San Diego	Facility	Vista	Current	Varies	Continued Partnership
Career and Educational Services	Department of Rehabilitation	Facility	Vista	Current	Varies	Continued Partnership
Computers to Low Income Families	San Diego Computers 2 Kids	Facility, one-day event	Vista	Current	Up to 75 Families	Continued Partnership
Orientation and Educational Services/ Participation on Advisory Council Inter-agency Referrals	Escondido Education Compact	Desk space/facility/enrollment	Escondido/ All	Current	Varies	Continued Partnership
Student advising and referrals to school	North County Inland Career Center	Agency provides school with new students	Escondido	Current	Varies	Number of students enrolled at school and

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
						continued partnership
Career development services	North County Works	Agency provides students with invaluable career advising	Escondido	Current	Varies	Number of students employed post-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 Pockets	C@Works	LCFF*	CCPT	OCD 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 Level of Service by Program Area and 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 ABSS 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.

At this time, SDNAEP has nothing additional to report.

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)

At this time, SDNAEP has nothing additional to report.

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)

In addition to the already existing measurement tools available to the SDNAEP and its members, we will all include a variety of additional measurement tools including but not limited to:

- *Public awareness/communications campaigns aimed at increase traffic to the website and increase class signups*
- *Media tracking - increases in coverage of adult education programs in the region as a result of our outreach efforts*
- *Increase in partnerships with regional organizations*
- *On-going surveys (quantitative and qualitative) of key stakeholders, students and business partners*

The most important tracking tool will be the inclusion of the AEBG master software system in order to produce uniform results for reporting purposes. The sooner this tool is made available to consortia throughout the state, the sooner we will all be able to provide accurate and up to the minute reports to share with the state and our various key stakeholders in our Adult Education partnership.

Section 7: Consortium Member Signature Block

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