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

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-041

1.2 Consortium Name:

Pasadena Area Consortium

1.3 Primary Contact Name:

Dr. Ofelia R. Arellano

1.4 Primary Contact Email:

orarellano@pasadena.edu

If applicable:

1.5 Fiscal Agent Name:

Pasadena Area Community College District

1.6 Fiscal Agent Email:

rbmiller@pasadena.edu

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

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Pasadena Area Community College District	Dr. Ofelia R. Arellano	(626) 585-7481	orarellano@pasadena.edu	10/07/15
Pasadena Unified School District	Jack Loos	(626) 396-5883	Loos.jack.@pusd.us	10/08/15
Temple City Unified School District	Chris Sewell	(626) 548-5101	csewell@tucusd.net	10/14/15

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.
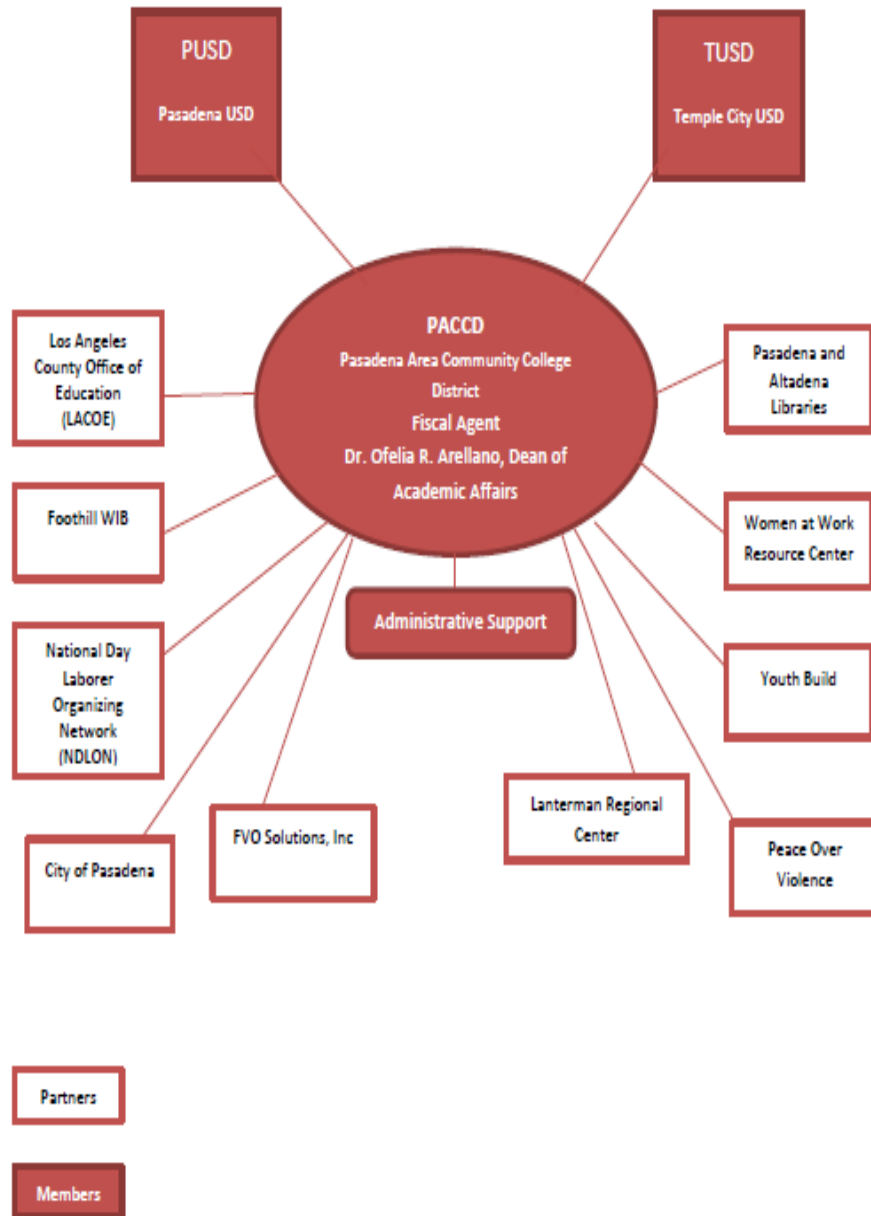
All funding allocations will only be approved according to the requirements of Section 84913

addressing the seven (7) priority areas.

PACCD, as the fiscal agent, will ensure that funding (when received) is distributed as voted on at the Pasadena Area Consortium Governance meetings. All approved allocations will be processed by PAACD Fiscal Services and approved by the Board of Trustees.

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.

PASADENA AREA CONSORTIUM ORGANIZATIONAL STRUCTURE

PUSD

Pasadena USD

TUSD

Temple City USD

PACCD
Pasadena Area Community College District
Fiscal Agent
Dr. Ofelia R. Arellano, Dean of Academic Affairs

Los Angeles County Office of Education (LACOE)

Pasadena and Altadena Libraries

Foothill WIB

Women at Work Resource Center

National Day Laborer Organizing Network (NDLON)

Administrative Support

Youth Build

City of Pasadena

FVO Solutions, Inc

Lanterman Regional Center

Peace Over Violence

Partners

Members

1.0 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 Pasadena Area Community College District (PAACD) serves as the fiscal agent for the Pasadena Area Consortium.

Alberto Hernandez serves as the Fiscal Services Accountant assigned to the AEBG. He is the grant monitor and verifies that all expenditures meet grant requirements. Mr. Hernandez is responsible for processing all invoices for Pasadena Area Consortium members.

Diane Mandrafina, Director of Fiscal Services, will review reports with the appropriate Fiscal Services staff and certify all reports to the state.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following 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.

Pasadena Area Consortium Vision
The Pasadena Area Consortium (PAC) will provide academic and workforce skills training and teaching excellence for adult learners in a supportive community that promotes higher educational pathways or workforce preparation goals through noncredit or credit CTE programs.

Data for the following improvement metrics will be gathered on an annual basis to evaluate the successful progress and completion of PAC's primary objectives:
- Adult learners will earn a certificate that prepares them to work in a high demand career;
- Adult learners will increase their basic academic skills while earning a GED or Adult High School Diploma;
- The PAC will design and implement a career pathway that provides meaningful milestones and

clear destinations;
- Adult learners will increase their abilities and opportunities for advancement in their chosen careers;
- Adult learners will earn college credits for noncredit certificate program courses;
- The PAC will assist adult students with their transition from noncredit to credit certificates and programs;
- Adult learners with disabilities will increase their transition to noncredit, credit and the workforce;
- Adult ESL learners will increase English language acquisition skills leading to certification and higher proficiency; and
- Adult immigrant learners will be prepared for the citizenship examination after completing preparation courses.

Milestones for 2015-2016

Major Outcomes
- Awards of high school diplomas
- Awards of GED certificate of competency
- Noncredit short-term CTE certificate awards
- Transition to academic credit programs
- Successful workforce placements
- ESL certificate of competency awards
- VESL certificate of competency awards
- Citizenship
- Passage of Written Driver's Test for CA License

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. Information about levels of service will be gathered in Section 6. Using the Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

3.2 Consortium Allocations by member. The spreadsheet described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

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. The original AB86 Objectives language has been adapted to the AB104 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 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?
Assessments:
Students from PUSD will take the PCC Accuplacer assessment tests. Accuplacer test results will provide counselors with additional information of any additional support needed for students

enrolling in any of the noncredit short-term certificates that require more advanced Math or English skills. This will allow for the appropriate determination of additional support services needed to complete certificate programs.

To prepare PUSD adult learners for success after matriculation, a clear idea of long- term educational and career goals and steps needed to achieve them before they graduate from high school are needed. PUSD has recently begun to use Naviance, a college and career readiness platform that helps students, teachers, and counselors connect academic achievement to post-secondary goals. Students begin by learning about themselves and exploring careers then create plans and develop the skills and knowledge to accomplish their goals. Naviance is designed to empower students and families to connect learning and life and provide teachers and counselors with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

The Building and Design Pathway, and Business and Career Pathway use Paxton Patterson, a platform that introduces students to a variety of trades and skills and helps them to determine if their interests and aptitudes are suited for careers in these industries. The platform is also an effective tool to deliver curriculum and assess student progress. Paxton Patterson will also be utilized for the new Health Careers Pathway.

The data provided by Naviance and Paxton Patterson will help the PUSD career guidance advisor and PCC counselors with the information they need to guide students to the appropriate noncredit and credit classes after graduation.

The Noncredit Division already utilizes the Combined English Language Skills Assessment (CELSA) for placement into ESL classes. The Comprehensive Advanced Adult Assessment (CASAS) is utilized for assessing student progress in ESL, ABE and GED.

Students who indicate an interest in the AHSD program are required to take an Accuplacer in Reading Comprehension, Sentence Skills, and Arithmetic. This test is given by our testing specialist and/or assistants before the student meets with a counselor. Once the testing is completed, students meet with a counselor who will use student transcripts, job, military experience, and student goals to develop a Student Education Plan (SEP). The Accuplacer results will inform the counselor as to which math and English courses the student should enter. At times, the Accuplacer results indicate that students should first take Adult Basic Education (ABE) courses before entering the AHSD program, and counselors will advise students to pursue this option.

Students who enter the program to take ESL classes are required to take the CELSA test to determine their placement levels for certificate-bearing courses. Students are asked to apply first in order to receive an ID number; then, students are asked to request a testing date. ESL testing occurs two to four times per week, depending on the time of academic year (beginning of the semester requires more testing). Testing is conducted by the testing specialist and assistants. Once

the scores are determined, students are advised on their levels and sent to Admissions & Records for enrollment.

The Noncredit Division serves approximately 2,000 AHSD students annually, all of whom require assessment. During the academic year of 2014-2015, the Noncredit Division conducted 1,291 Accuplacer tests.

The Noncredit Division also serves approximately 5,000 ESL students annually, of which approximately 4,000 are assessed in order to register for certificate-bearing programs. During 2014-2015, the Noncredit Division conducted 2,419 CELSA tests.

The students are adult basic skills learners who seek adult high school diplomas or English as a Second Language instruction. Some are high-risk students with a multitude of psychological, attitudinal, and logistical barriers to success in a college credit environment or attainment of living wage jobs. Most of adult high school learners are Latino; our ESL population is primarily comprised of Latino and Asian students.

AHSD multiple measures: In addition to the Accuplacer test, counselors apply multiple measures for student placement by evaluating student transcripts and performance in high school and previous work and/or military experience. Through counseling sessions, counselors also assess students based on their academic and job goals as well as attitudes towards studying and learning.

ESL multiple measures: ESL students are assessed via the CELSA test, yet no other measures are used at this time. This year, the Noncredit Division will begin to use the CASAS intake form, and perhaps the CASAS pre-test. The CASAS intake form gathers students' total number of years of education in their home country, academic and job goals, and other demographic data. We plan to weight this data with the assistance of our Testing Office to serve as a multiple measure. If we include the CASAS pre-test in addition to the CELSA, that will give us two types of placement: CELSA is grammar-based, and CASAS is life-skills based.

The Noncredit Division and credit Math Department collaborated and received funds for access to a two-year subscription to online modules to support adult learners and close the math achievement gap. It will utilize the vendor NROC/Ed Ready developmental math modules. Ed Ready is a personalized college math readiness application designed to help adult learners test their college readiness, see study options, and gain a personalized learning path to fill in knowledge gaps. Another key feature is the Accuplacer module that provides resources for students to practice prior to taking this placement test.

Major Programmatic Progress Indicators
Major programmatic progress indicators include established MOU's between PAC partners including local business and community partners, new curriculum and pathways developed and implemented, new courses developed and implemented, staff development completed, new faculty, counselors and staff hired and trained.

Major Outcomes
- Awards of high school diplomas
- Awards of GED certificate of competency
- Noncredit short-term CTE certificate awards
- Successful workforce placements
- ESL certificate of competency awards
- VESL certificate of competency awards
- Citizenship
- Passage of Written Driver's Test for CA license

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?

At the end of the first year of implementation of the planning process:
- An MOU will be signed that ensures the coordination of services and programs for elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
- Data sharing will be documented in a central location by utilizing multiple data sources to track outcomes of adult learners;
- PCC will need a dedicated Research Analyst to conduct tracking of students from PUSD to PCC; program completers; transition to PCC credit programs and/or the workforce;
- Creation of an AHSD Early Alert Project that will also allow for tracking student progress in ABE, GED and AHSD courses

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
Create transition pathways for adult learners from secondary (K-12) adult programs to noncredit or credit programs	June 30, 2016	PUSD PCC TUCSD	*Students will complete high school diploma	*Verification of high school diploma through transcripts
Create transition pathways from ESL/VESL to Adult Secondary Education (ASE) programs, credit or the workforce	June 30, 2016	PCC TCUSD	*Students successfully pass ESL courses *Retention in courses *Students will achieve Certificates	*Verification of "P" grades on transcripts *Verification of completed petitions and issuing students

			of Competency in ESL and/or VESL	their certificates
Create transition pathways for adult learners from noncredit programs to credit programs or the workforce	June 30, 2016	PCC	*Student transfer to PCC academic credit programs *Students obtain entry level jobs	*Enrollment in one or more credit course *Verification of job placement
Create transition pathways for adult learners from noncredit short-term CTE to credit CTE, academic programs or the workforce	June 30, 2016	PCC (noncredit and credit collaboration)	*Students successfully pass noncredit CTE courses *Students achieve noncredit Certificate of Completion *Students who transition to credit Business Information Technology Program will receive college credits for noncredit certificates	*Articulation agreement with credit programs in the area of Business and Health *Students achieve Certificate of Completion *Student obtains entry level job *College credits recorded on transcript
Create transition pathways for adults with disabilities from K-12 to noncredit programs	June 30, 2016	PCC PUSD	*Students enroll in noncredit courses or programs	*Verification of enrollment *Retention in DSPS courses

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).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Improve success in GED preparation courses utilizing Academic Coaches who will offer workshops for lower level GED students needing more remediation to pass GED Exam; provide professional development to GED faculty	June 30, 2016	PCC PUSD TCUSD	*Students will successfully pass GED preparation courses *Students will pass the GED Exam *Students will complete requirements for the GED Certificates of Competency	*Grades of "P" *Student verification of passing exams *Students pass required courses, petition and receive Certificates of Completion
Improve ESL and Literacy skills to immigrant adult learners by providing tutorial services and professional development to faculty	June 30, 2016	PCC PUSD TCUSD	*Students successfully pass ESLN Literacy courses	*Students achieve "P" grades *Students earn ESLN Certificates of Competency *Students demonstrate CASAS gains S
Enhance instructional and student support services for adults with disabilities	June 30, 2016	PCC PUSD	*Transition of PUSD PALS students to noncredit courses	*Student retention in DSPS courses *Completion of Certificates of Completion
Enhance job training programs by collaborating with Foothill WIB/EDD and hiring of Job Developer	June 30, 2016	PCC PUSD	*Students will utilize career services *Students will utilize technology to improve job search skills	*Students pass workforce readiness courses
Provide access to job employment services utilizing FWIB/EDD services	June 30, 2016	PCC PUSD	*Students will utilize FWIB/EDD services	*Student applies successful job search skills
Create online learning opportunities for working adults in the Adult High School Diploma Program	June 30, 2016	PCC (credit and noncredit collaboration) TCUSD	*Create three new hybrid courses to enhance completion in the Adult High School Diploma in the areas of English,	*Students will accelerate progress in diploma program

| | | | Math, or Economics | |

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

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

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

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Curriculum/Instructional Material Development *Critical thinking *Hands-on Activities *Work-based learning opportunities *Problem-solving opportunities *Competency based instruction	June 30, 2015	PCC PUSD TCUSD	*All new noncredit curricula will emphasize objectives and activities leading to successful performance on the job	*Students earn P grade in courses *Students achieve certificates *Students enhance workforce readiness skills
Faculty Collaboration *Articulation of noncredit business programs with credit BIT	June 30, 2015	PCC PUSD	*Students accelerate transition from noncredit to credit	*Students earn pass grades *Transfer rates to credit programs

programs *Curriculum development to accelerate learning and educational progress				*Students earn college credit
Interactive Teaching ***Faculty-student engagement *Faculty-faculty engagement *Student-Student collaboration	June 30, 2015	PCC PUSD	*Faculty will learn to incorporate the I-BEST best practice in VESL Childcare/Family Home Child Care Provider programs *Faculty will team teaching VESL Childcare courses *Students will enhance English proficiency skills from a contextualized approach	*CASAS *Students earn P grade in courses *Retention in courses *Improved abilities and opportunities for advancement in chosen careers *Student surveys

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

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.
Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:
- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

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

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
CALPRO Training for ABE, GED, ESL, AHSD, CTE faculty and staff	June 30, 2016	PCC PUSD TCUSD	Ability to incorporate workforce readiness into curriculum development Increased knowledge of advisement skills for workforce preparation Increase in the number of faculty utilizing technology and innovative best practices in the classroom	Faculty incorporate best practices in teaching courses Staff increase ability to advise adult learners on how to begin a career
OTAN Training for ABE, GED, ESL, AHSD, CTE faculty and staff	June 30, 2016	PCC PUSD TCUSD	Ability to incorporate workforce readiness into curriculum development Increased knowledge of advisement skills for workforce preparation	Faculty incorporate best practices in teaching courses Staff increase ability to advise adult learners on how to begin a career

			Increase in the number of faculty utilizing technology and innovative best practices in the classroom	
Foothill Workforce Investment Board Training Workshops	June 30, 2016	PCC PUSD TCUSD	Implementation of best practices in instructional and student support services	Faculty incorporate best practices in teaching courses Staff increase ability to advise adult learners on how to begin a career

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:

ο Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need

ο Expanding utilization of existing regional resources for Adult Education students

ο 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

- TCUSD will leverage existing Pasadena City College instructors to teach ESL and citizenship classes.
- TCUSD will utilize PCC curriculum for ESL and Citizenship classes.
- TCUSD will utilize existing PCC instructors, curriculum and courses leading to graduation requirements for Adult Diploma program. (PCC will award Adult Diplomas upon program completion.)
- TCUSD will provide facilities for ESL, Citizenship and Adult Diploma programs.
- Community outreach will be a joint effort of consortium members.
- The Consortium will leverage resources and collaborate with numerous partners to implement goals and objectives

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Offer DSPS courses at off-site facilities that service adults with disabilities	Ability First FVO Solutions, Inc	Provided instructional space for classes at no cost	PCC PUSD	August 2015	Adults with Disabilities	Adults enroll in DSPS courses Earn a "P" Earn a Certificate of Completion
Provide immigrant education courses for day laborers to improve English skills and opportunity for job advancement	Pasadena Job Center/National Day Laborer Organizing Network	Provided instructional space for classes at no cost	PCC	August 2015	Immigrants/Day Laborers	Adults enroll in classes and/or certificate programs Adult enhance English skills Adults improve

						literacy skills
Provide job training program to victims of domestic violence in Introduction in How to Start a Small Business	Peace Over Violence	Provide instructional space for classes at no cost	PCC	Spring 2015	Spanish-speaking women who are victims of domestic violence and want to become self-sufficient and financially independent	Adults receive a "P" grade in courses Adults receive a Certificate of Competency
Provide ABE and GED preparation courses	Los Angeles County Office of Education	Provide instructional space for classes at no cost	PCC	August 2015	GAIN & GROW participants	Earn a "P" grade Earn a Certificate of Competency Pass GED Exam

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. 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 Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

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	5,495	4,900	
English as a second language	4,020	3,850	
Pre-apprenticeship training	n/a	n/a	
Careers and Technical Education	976	870	
Adults training to support child school success	n/a	n/a	In progress
Older Adults in the workforce	n/a	100	
Adults with Disabilities	65	40	
Total	10,556		

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.	24%	
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	33%	
% Completion of HSD or Equivalent, for those who had this goal during the current program year.	4%	
% Transition from K-12 adult to post-secondary.	25%	
% Transition from non-credit to credit in post-secondary.	13%	
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)	n/a	
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	3%	Projected percentage to be higher with new certificate programs launched this Fall 2015
% Placed in jobs, for those who had this goal during the current program year.	tbd	Information not yet tracked
% With increased wages, for those who had this goal during the current program year.	tbd	Information not yet tracked

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)

The Pasadena Area Consortium will utilize both direct and indirect measures to measure programs outcomes. This will include, but not limited to:

A. Indirect Measures

Research Analyst Support
- Student Surveys (student attitudes about new programs, reflections on student learning, student support services and tutorial assistance)
- Number of students progressing to diploma and certificates
- Focus groups
- Exit interviews

Faculty
- Grades
- Course evaluations

B. Direct Measures
- Pre-post tests
- Student Observations

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)

A semi-annual assessment of the methods and strategies will be conducted by the PAC in collaboration with Pasadena Consortium Advisory Group. The primary methods for assessment will focus on the successful implementation of the project activities and tasks and of progress made on outcome measures.

Data will be collected will be the primary responsibility of a dedicated Research Analyst (RA) to be hired by PCC. The RA will design a data collection model that is integrated into program activities and is collected on a regular and ongoing basis. Data sharing will be documented in a central location by utilizing multiple data sources to track outcomes of adult learners, implementation of program tasks and activities, and accomplishment of primary objectives.

Specific data points are:
- Program Implementation
  - PAC meeting attendance, minutes, outcomes, implementation

- New course, certificates, short-term courses, workshops developed and implemented
- Pathways developed and implemented

- Faculty Development
  - Workshops
  - Collaborative projects

- Student Outcomes
  - Recruitment
  - Certificates, degrees, diplomas, GEDs earned
  - Improvement in basic academic skills
  - Improved abilities and opportunities for advancement in chosen careers
  - Advancement in education/career pathways
  - Transition from High School to College/Workforce
  - Retention in pathway
    Increased English language acquisition

Section 3: Consortium Member Signature Block

Name:

> Dr. Ofelia R. Arellano

Consortia Member:

> Pasadena Area Community College District

Email:

> orarellano@pasadena.edu

Date:

> October 27, 2015

Signature Box:

> *[signature: Ofelia Arellano]*

Name:

> Mr. Jack Loos

Consortia Member:

> Pasadena Unified School District

Email:

> Loos.jack@pusd.us

Date:

> October 27, 2015

Signature Box:

> *[signature: Jack Loos]*

Name: Mr. Chris Sewell

Consortia Member: Temple City Unified School District

Email: csewell@tcusd.net

Date: October 27, 2015

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box: