



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:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Garden Grove Unified School District (GGUSD)	Connie Van Luit	714-663-6305	cvanluit@ggusd.us	10-20-15
Orange County Department of Education (OCDE)	Byron Fairchild	714-547-9986	bfairchild@ocde.us	8-11-2015
Orange Unified School District (OUSD)	Kerrie Torres	714-628-4467	ktorres@orangeusd.org	8-13-2015
Rancho Santiago	Mary Walker	714-628-5974	walker_mary@sccollege.edu	8-17-

Community College District (RSCCD)				2015
Santa Ana Unified School District (SAUSD)	Ryan Murray	714-571-4401	ryan.murray@sausd.us	9-22-2015

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

See attached Governance Template

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.

See attached Organizational Chart

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 Rancho Santiago Adult Education Consortium (RSAEC) voted and unanimously approved to have Rancho Santiago Community College District (RSCCD) serve as its fiscal agent. RSAEC currently has three members who have been shown to receive adult education funding in the Rancho Santiago region. These districts include RSCCD, Garden Grove Unified School District (GGUSD) and Orange Unified School District (OUSD). RSCCD, GGUSD and OUSD will complete Workbooks 3 and 5 and return them to the RSAEC Director so that all funds can be rolled up into one report for the initial plan updates and workbooks.

Per RSAEC's governance template, all budget expenditures must be voted on and approved by the RSAEC Executive Committee before funding will be allowed. Once budgets are established, funds will be separated into appropriate accounts and subcontract agreements will be established. RSAEC's AEBG Director will oversee these budgets and the roll up of the grant expenditures for certification with the help of RSCCD's Accounting and Resource Development offices. The RSCCD Fiscal Services Officer will be the Certifying Officer for these funds.

Section 2: Plan Summary for Program Year 2015-16

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

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

The Rancho Santiago Adult Education Consortium’s (RSAEC) main goal for this year is to implement the priorities that were set forth in the Regional Comprehensive Plan. These priorities include opening two new regional facilities, hiring nine additional full-time faculty members and one Teacher On Special Assignment (TOSA), opening additional sites in high need areas, and developing career and educational pathways. Without reaching these first two goals, RSAEC will not have the space or workforce to realize its three-year vision. Over the next 6 months it is the consortium’s main goal to put these priorities in place so that the consortium can work on the important strategies of increasing services and developing educational and career pathways.

RSAEC’s first priority is to open two new regional centers in the cities of Santa Ana and Orange. One of the major gaps in services is the lack of facilities to serve students, especially in high need areas. Although the consortium has leveraged many sites with community partners, including SAUSD and OUSD, there are still a large number of students who are underserved. Currently, the leveraged facilities in these areas only offer one or two classes and have little to no support services.

The proposed Santa Ana Center is located in a high impact residential area directly across the street from the Santa Ana City and Orange County Jails with the OC Probation Department’s Day Reporting Center in the same building. This location will provide easy access to released inmates who are interested in completing their studies or are in need of information on career and educational pathways. In addition, it is in a prime location for students who need to walk or require access to public transportation. The facility will have ten classrooms offering all levels of ESL, GED/HiSET and CTE courses as well as a computer lab equipped with 40 computers. The proposed Orange Center will also fill a large gap in the region by providing a consortium hub equipped with four classrooms, an assessment and counseling area, a career center, and office space for RSAEC members. This site will serve adults with disabilities during the day and offer GED/HiSET and CTE courses in the evenings and on Saturdays. The vision for the Orange Center also includes collaborations with other community organizations such as the OC Sheriff’s Department, the OC WIB, and EDD to enable the consortium’s adult learners to have better access to community-sponsored programs. The goal of the consortium is to have both of these facilities up and running on or before June 30, 2016.

The consortium's second priority of hiring full-time faculty members/ (TOSA) has been approved by RSAEC's voting members and is currently going through the proper administrative procedures at RSCCD and GGUSD so that the hiring process can begin. The new faculty members/TOSA will focus on the consortium's strategies, including creating articulation agreements and seamless transitions from noncredit and adult education to the credit programs. Plans to align placement assessments, curriculum and student learning outcomes will also be explored. The new faculty members/TOSA will work on creating new and innovative curriculum that will allow RSAEC's adult learners to be successful in their career and educational endeavors. Some of the strategies will include the development of a contextualized curriculum similar to I-BEST and writing new ESL curriculum that incorporates math and career readiness skills and aligns with the credit ESL departments. Another vision that is still in the early planning stages is to pilot a high school program geared toward K-12 students who have aged out or are too credit-deficient to graduate. This pilot will be set up in the existing high school labs at Centennial Education Center and offer wrap around services such as embedded counseling, tutors and an academy of success class created specifically to address the needs of this group of students.

Section 3: Consortium Services and Funding Allocations

Please see additional information regarding Workbook 3.1:

There are some discrepancies between the Adult Education Funding by Consortium Region form that RSAEC received and the actual numbers reported. Below are explanations of those differences.

GGUSD/MOE, CalWORKS Adult/ROC/P, WIA Title II 2014 (all Grantees). Currently GGUSD is not listed as a member on the RSAEC funding allocation form in the above mentioned areas. Due to the AB86 planning period rules which stated that an agency or district could only be a member of one consortium, GGUSD was originally only a member of Coast Community College Consortium (COAST). With the change of language in AB104, GGUSD was able to officially become a member of all three consortia within their boundaries; RSAEC, COAST and North Orange County Regional Consortium (NOCRC). Although GGUSD is a member of all three consortia, currently they only provide adult education services at two sites, Lincoln Education Center and Clinton Corner, both of which are located in RSAEC's physical boundaries. Due to this, GGUSD has decided to report 100% of its funding (MOE, WIA Title II, and CalWORKS) to RSCCD. These funding amounts are reflected in Workbook 3.1.

RSCCD/CalWORKS 14-15 CCD. There is no tracking measure in place at this time to separate out the CalWORKS funding between the credit and noncredit/credit basic skills programs. The best estimate would be that one-third of the \$512,438 is used for noncredit student services which equates to \$169,105. This amount is based on the number of noncredit students registered by the CalWORKS Department and programs available to serve them. Due to this, only the \$169,105 is reflected in Workbook 3.1.

RSCCD/Adult Perkins K-12/COE/JPA. The funding form shows \$1,662,353 for the 2014-15 year. Of this amount, only \$68,442 is designated for noncredit purposes. The remainder of the funding, \$1,593,911, is designated specifically for credit programs. Due to this, only the \$68,442 is reflected in Workbook 3.1.

RSCCD/WIA Title II 2014 (All Grantees). The funding form shows \$3,760,827 for the 2014-15 year. RSCCD's allocation for the 2015-16 academic year was decreased by \$594,558. Due to this, only the actual 2015-16 grant amount of \$3,166,269 is reflected in Workbook 3.1.

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for Table 3.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

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

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

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

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%
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?

Currently, the programs serving adults within RSAEC use different measures to assess and place students. In the program area of ESL, Santa Ana College and Santiago Canyon College Schools of Continuing Education (SAC-SCE & SCC-SCE) use the Continuing Education ESL Placement Test (MIS Code 8127). This test has received full approval from the California Community Colleges and is valid through March 1, 2019. At GGUSD, all learners are assessed using the authorized standardized

assessment, Comprehensive Adult Student Assessment Systems (CASAS) Appraisal Form 80, which meets NRS requirement rules for reporting. Faculty members at Santa Ana College and SAC-SCE have been working on the development of the state common assessment and are participating members of the state workgroup. Along with this participation, SAC-SCE has volunteered to be one of the pilot testing sites. Until the common assessment is in place, it is the intention of the consortium to align placement procedures. Regardless of the testing measure, the goal of the consortium is to have students' placement scores be valid at all sites to eliminate the need to retest.

Within the program area of Adult Secondary Education and Basic Skills, SAC-SCE and SCC-SCE are in the process of validating assessment tests. The instrument used to assess the students in the ABE and ASE Programs is the CASAS Reading Appraisal Form 80R which has been approved as probationary until July 1, 2017. GGUSD uses CASAS Test 187R to assess and place adult students into high school diploma courses. At GGUSD, all new ABE, GED and HiSET students take the Reading for Understanding (RFU) assessment, which demonstrates their reading level and tells the teacher if the student is ready for the GED/HiSET textbooks. If reading level is lower than 7th grade, students are given at level reading materials to improve. OUSD does not use a standardized placement test at this time. Currently, the CTE programs at SAC-SCE, SCC-SCE and GGUSD are exploring assessment options and will work on validating an assessment as soon as it is identified.

In addition to aligning placement measures, the consortium has been working on aligning curriculum with the use of CB-21 coding among all of its adult education providers. The aligning of curriculum will also facilitate placement procedures for transfer students and remove the barrier of retesting. Additional assessments that monitor student progress include Comprehensive Adult Student Assessment Systems (CASAS), El Civics, TABE, high school subject course tests, and GED and HiSET tests. A state validated ESL pre-and post-test is also used at SAC-SCE and SCC-SCE. As new curriculum is written, new assessments will be included to properly monitor student progress.

By leveraging district resources more communication paths can be created. With the implementation of the Student Success and Support Program (SSSP), adult learners within SAC-SCE and SCC-SCE can also have access to an orientation, educational plan, counseling and follow-up. These additional measures beyond placement testing will assist adult learners in creating their own individualized career or educational pathway. Progress indicators will be measured consortium-wide by CASAS and El Civics assessment benchmarks, course grades, and completions. The number of high school diplomas, GED or HiSET certificates awarded, as well as the awarding of CTE and ESL certificates will track major outcomes.

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?

The consortium voted and unanimously approved funding to hire both a Director of Research and an IT Applications Specialist III. The task of tracking and reporting student data consortium wide as well as integrating multiple systems has never been done before. This process will take time and thoughtful planning. These two positions are needed to gather the crucial data on enrollment, demographics and performance as well as to create a region-wide data system where this

information can be stored and utilized.

The researcher will be tasked with keeping student demographics current in the region, as well as monitoring student performance outcomes throughout the region. The researcher will also monitor the new consortium strategies and collect data to help assess outcomes. Additionally, this position will be tasked at comparing the 2015-16 data gathered with the baseline enrollment data from 2013-14 and the measurable outcomes data from 2014-15. The applications specialist will be in charge of creating a database for the Rancho Santiago Region. This position will facilitate the creation of the much needed information technology infrastructure, select proper equipment, create databases and applications, and develop processes to collect local data that will be reported to the State.

Consortium members will track student enrollment by using the existing attendance databases that are in place at the three consortium districts that serve adults. At RSCCD, the attendance and demographics will be tracked through Datatel, while OUSD and GGUSD will track these measures through AERIES. In addition to tracking attendance at RSCCD, Datatel will also be used to gather performance outcomes, such as the number of course completions, ESL and CTE certificate completions, high school diplomas awarded, and GED and HiSET certificate completions. At GGUSD, the combination of student self-monitoring with a Keep Track Sheet, packets, textbook chapter tests, and seat-time will be used to assess, track and monitor student progress. The CASAS assessment intake and update forms are used by both RSCCD and GGUSD to gather student performance outcomes. The information is gathered in TOPSpro Enterprises which provides valuable information on a student's reason for exiting a program. Reasons collected include: complete a program, meet a goal, get a job, get a better job, or transfer to postsecondary education.

Working with other community partners is also essential in tracking the data in this region. RSAEC is a member of the Orange County WIOA Leadership Council that was formed in 2015 to create an open dialogue between agencies and a shared system of data collection. Some of the council partners include the four Orange County AEBG regional consortia, LAOCRC, OC WIB, Santa Ana WIB, EDD, Social Services Agency, CalFresh, and the Workforce Rehabilitation Board.

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
Articulation of classes in the areas of ESL, Math, English and CTE (Incl. Pre-Apprenticeship)	Fall 2015 – continuous (due to new curriculum and courses continually being developed)	RSCCD GGUSD	Create articulation task force groups Create articulation agreements to allow more seamless transitions between noncredit and adult education to credit programs	Track the number of articulation agreements that are formally signed and instituted. Track the number of noncredit/adult education students who complete a class that has an articulation agreement and track the number of those students that

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
				transition into the articulated class.
<p>Alignment of classes across the region</p> <p>Use of CB-21 coding as a guide</p>	Fall 2015-Spring 2017	RSCCD GGUSD OUSD	<p>Create a system to identify similar classes to limit duplication of effort</p> <p>Create a greater ease of transitioning between programs</p>	<p>Track number of students transitioning between programs and identify the placement assessment tools used.</p> <p>Track methods of placement across the region and number of times that alignment was used as one of the placement methods</p>
<p>Creation of a noncredit Lifeskills programs for AWD students who are currently enrolled in the K-12 transition program.</p>	Fall 2015 –Spring 2016	RSCCD SAUSD	<p>Increase in services to the AWD population</p> <p>Complete writing and implementation of new curriculum</p> <p>Create a new pathway to education and career readiness skills for adult learners in the AWD program</p>	<p>Track the increase in student enrollments</p> <p>Track the increase in new courses offered</p> <p>Track the number of AWD students transitioning into a credit program or the workforce</p>
<p>Creation of a high school program to capture students who have aged out or are too credit deficient to graduate from the traditional K-12 programs</p>	<p>Spring 2016 – to begin implementation</p> <p>Spring 2016 – Spring 2018 to build the program and obtain outcomes</p>	RSCCD SAUSD OUSD	<p>Increase in students obtaining their high school diplomas</p> <p>Increase in support services used by enrolled students</p> <p>Increase in student transition rates to postsecondary or the workforce</p>	<p>Track the number of students transitioning into the HS program</p> <p>Track the progress of students in completing courses toward their high school diploma goal</p> <p>Track the number of students completing their high school diploma</p> <p>Track the number of student hours spent with counseling services, the alignment of their education plan with course taken, and the success of meeting their listed goals</p> <p>Track number of students entering a postsecondary program or the workforce</p>
<p>Revise ESL curriculum</p>	Fall 2015 – Spring 2018	RSCCD GGUSD	<p>Create and develop new curriculum that incorporates math, career readiness skills, and contextualized based learning methods</p> <p>Create curriculum that is aligned across the region, including alignment between adult education and noncredit, and between the credit ESL departments and noncredit and adult education</p> <p>Reduce duplication of</p>	<p>Track the increase in student retention rates</p> <p>Track the number of new courses created</p> <p>Track the number of articulation agreements created</p> <p>Track the number of certificate completions</p> <p>Track the gain in literacy skills</p> <p>Track the number of</p>

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
			effort and create a system of seamless transition that incorporates articulation agreements	program completions with student transfers to the workforce, adult secondary education and/or postsecondary education

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
<p>To address issues of transportation and to increase access:</p> <p>Open the Santa Ana Regional Center to accommodate growing programs in geographically designated high-need areas where the adult population is underserved. This activity will address the gap of insufficient classes in high need areas. RSCCD will work with OCSD to expand the efforts of serving ex-offenders.</p>	<p>Proposed lease agreement to be completed in spring 2016.</p> <p>Proposed lease term is three years.</p>	RSCCD SAUSD	<p>Increase in student enrollment.</p> <p>Increase in students transitioning to higher levels of ESL.</p> <p>Increase in students integrating different programs into their study plans.</p> <p>Increase in adults transitioning from the inmate education (jail) program to the Santa Ana Center and enrolling in an ESL, ASE (HiSET) or CTE certificate program.</p> <p>Increase in the number of students transferring from community site locations to the regional center</p> <p>Increase in student access to counseling services and career and educational pathway advising</p>	<p>Track the number of students enrolled.</p> <p>Track the number of students completing a level and enrolling in the next level.</p> <p>Track the number of students taking more than one program of study at the same time. EX: ESL and CTE.</p> <p>Track the number of adults that transition from the jail program and enroll in an ESL, ASE (HiSET) or CTE certificate program.</p> <p>Track number of course completions.</p> <p>Track the number of students who transfer from a community site location and advance with an increase in course completions</p> <p>Track the number of student / counselor contact hours</p>

<p>To address issues of transportation and to increase access:</p> <p>Open the Orange Regional Center as a collaborative site for consortium members. All members will be given access to office space, as well as opening the facility to community partners such as the OC WIB, EDD, and the OC Sheriff's Dept.</p>	<p>Proposed lease agreement to be completed in spring 2016.</p> <p>Proposed lease term is three years.</p>	<p>RSCCD OUSD</p>	<p>Increase in student enrollment.</p> <p>Increase of classes for adults with disabilities.</p> <p>Increase in students integrating different programs into their study plans.</p> <p>Increase in the number of adults transitioning from the inmate education (jail) program to the Orange Center and enrolling in an ESL, ASE (HiSET) or CTE certificate program</p> <p>Increase in the number of students transferring from community site locations to the regional center</p> <p>Increase in student access to community services such as One-Stop programs</p> <p>Increase in student access to counseling services and career and educational pathway advising</p>	<p>Track the number of students enrolled.</p> <p>Track the number of students completing a level and enrolling in the next level.</p> <p>Track the number of students taking more than one program of study at the same time. EX: ESL and CTE.</p> <p>Track the number of adults that transition from the jail program and enroll in an ESL, ASE (HiSET) or CTE certificate program.</p> <p>Track number of course completions.</p> <p>Track the number of students who transfer from a community site location and advance with an increase in course completions</p> <p>Track the number of students utilizing community service programs</p> <p>Track the number of student / counselor contact hours</p>
<p>To address issues of limited or no full-time faculty:</p> <p>Hire 10 full-time faculty members consortium wide. (5 FT faculty coordinators at SAC-SCE, 4 FT faculty coordinators at SCC-SCE, and 1 full-time TOSA at GGUSD). These full-time faculty members will address the gap of not having anyone to work on important strategies such as curriculum development, articulation agreements, and assessment and course alignments within the consortium.</p>	<p>Hiring process to be completed in spring 2016</p>	<p>RSCCD GGUSD</p>	<p>Hire Full-time faculty at SAC-SCE, SCC-SCE and GGUSD</p> <p>Increase in the amount of articulation agreements</p> <p>Increase in new curriculum, courses and certificates being developed</p> <p>Increase in completion of work</p> <p>Increase in the speed of which AEBG strategies are implemented</p>	<p>Track the number of full-time faculty hired</p> <p>Track the number of articulation agreements that are formally signed and instituted</p> <p>Track the number of new courses written and implemented</p> <p>Track the number of new certificates created</p> <p>Track the amount of work completed</p> <p>Track the number of implementation strategies implemented</p>
<p>To address the issue of lack of on-site evening babysitting:</p> <p>Pilot a Childcare</p>	<p>January 11-June 2, 2016</p>	<p>RSCCD</p>	<p>Increase in the number of new students attending evening classes due to stable babysitting for their children.</p>	<p>Track the number of new students who have enrolled in classes for the first time, or are coming back after a significant time due to</p>

<p>Center to accommodate parents in need of evening childcare. The center will be open from 5PM to 9PM, Monday through Thursday. Children will be supervised and receive dinner. Location will be at the Centennial Education Center (CEC)</p>			<p>Increase in the evening student retention among returning students.</p> <p>Increase in the overall attendance from students who have their children enrolled at the Childcare Center</p> <p>Increase in the number of students taking additional classes across program areas (ESL, CTE, ABE, ASE, etc.)</p>	<p>lack of babysitting.</p> <p>Track the number of students who enrolled their children at the Childcare Center and also had course completions for spring 2016.</p> <p>Track the percentage increase in student attendance in returning students who now have their children enrolled in the Childcare Center.</p> <p>Track the number of students who are taking additional classes and track which program areas that they are enrolled in</p>
<p>To address the lack of high school equivalency testing in the inmate education programs due to GED testing no longer being an approved method of testing:</p> <p>Provide HISET exams and testing proctors at the Santa Ana City and Orange County Jails for the inmate education programs</p>	<p>November 2015 – continuous</p>	<p>RSCCD</p>	<p>Increase in number of students enrolled in HISET classes</p> <p>Increase in the number of students who will have access to paper and pencil high school equivalency exams</p> <p>Increase in effectiveness of the program due to an increase in testing proctors</p> <p>Increase in the reduction of the recidivism rate of inmates who were enrolled in the HISET program</p>	<p>Track the increase in the number of students enrolled in the HISET courses</p> <p>Track the number of students passing subject tests</p> <p>Track the number of students passing all exams and earning equivalency certificates</p> <p>Track the number of students transitioning from the jail HISET program to the continuing education program upon release, and track the number of completions from this group</p> <p>Track the decrease in the recidivism rate of inmates who were enrolled in the HISET program</p>

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
Create stackable certificates which combine ESL, ABE and CTE classes	January 1, 2016 – June 30- 2018	RSCCD GGUSD	Increase in the number of students enrolled in CTE, ABE and ESL classes that are tied to the stackable certificate Increase in the number of course and certificate completions Increase in the acceleration of student progress toward entering a credit CTE certificate program, postsecondary degree program, or the workforce	Track the increase in the number of students enrolled in CTE, ABE and ESL classes that are tied to the stackable certificate Track the increase in the number of students with course and certificate completions Track the amount of time it takes to complete the stackable certificate program in comparison to taking the classes in a stand alone manner
Develop a warehouse purchasing and receiving class as part of the inmate education program to supplement the County Work Program (CWP) – for inmates working outside of the jail	November 1, 2015 – June 30, 2018	RSCCD	Increase in the acceleration rate of the learning curve for on the job training Increase in the ability for inmates to achieve gainful employment upon release from jail	Track the number of inmates enrolled in the program Track the number of completions Track the number of inmates who receive gainful employment in the warehouse purchasing and receiving field
Develop integrated and contextualized curriculum within CTE, ABE and ESL to create new programs and	November 1, 2015 to June 30, 2016	RSCCD GGUSD	Create and develop new curriculum that will accelerate the time needed to complete a certificate	Track the number of approved new classes and certificates Track number of students enrolled in classes (long

certificates following the best practice methods of I-BEST			Create certificate programs that will promote seamless transitions to postsecondary programs or the workforce	term) Track the number of class and certificate completions (long term)
Create and pilot an ESL Fast-Track program geared toward accelerating student progress by developing a strand of 9-week classes for identified learners	November 1, 2015 to June 30, 2016	RSCCD GGUSD	Decrease in the amount of time it takes students to complete the program Increase in student retention Increase in certificate and program completions Increase in the number of students transitioning to adult secondary programs, postsecondary programs and/or the workforce	Track number of course and certificate completion rates Track the increase in the student retention rate Track the amount of time taken to complete the Fast Track program Track the number of students transitioning to adult secondary education, postsecondary education, and/or the workforce Track the number of students who switch from the traditional model to the Fast-Track model

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
2-day I-BEST Workshop	January 2016	RSCCD GGUSD	Increase of faculty involvement in the development of new course curriculum and certificate programs using integrated/contextualized learning strategies. Increase in the offering of new classes in Integrated/ contextualized courses.	Track the number of new courses and certificate programs developed. Track the number of students who enroll in these new areas, and track the number of certificate completions.
Attend the CCCAOE Conference	October 2015	RSCCD GGUSD SAUSD	Learn new ways of collaborating with our credit CTE faculty so that we can develop new pathways, articulation agreements and seamless transitions between noncredit/K-12 adult education CTE classes and our credit counterparts.	Track the number of students enrolled in a CTE pathway program. Track the number of students who transition into the credit program. Track the amount of articulation agreements that have been formed between credit and noncredit/ adult education providers.
Site visits to explore best practices in other consortia	September 1, 2015 – June 30, 2016	RSCCD OUSD SAUSD GGUSD OCDE	Increase in regional collaborative relationships Increase in new best practices being offered within the Rancho Santiago region	Track number of participants attending site visits Track number of course implemented incorporating best practices
Professional Learning Community	January 2016 – June 2018	RSCCD GGUSD OUSD	Collaborate with the existing PLC at SAC-SCE	Track number of new attendees

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
		OCDE	Increase number of participants Increase information on classroom research, instructional strategies, and development of new curriculum and best practices	Track amount/type of data gathered
In-House Training – Reading Apprenticeship	January 1, 2016 – June 30, 2016	RSCCD OUSD GGUSD OCDE	Increase in the amount of instructors who learn ways to teach students metacognitive reading strategies to improve students' comprehension and retention of academic texts and prepare them for college level coursework	Track the amount of qualified instructors who are qualified to teach these methods Track the increase in course offerings with reading apprenticeship as part of their supplemental curriculum

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

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

Partners might include but are not limited to:

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

Examples of activities include:

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

- o Expanding utilization of existing regional resources for Adult Education students
 - o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs
- List activities to leverage existing regional structures and utilization of resources.

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
<p>Pilot a satellite One-Stop at the Orange Regional Center to be paired with a career assessment center and CTE certificate programs</p>	<p>OC WIB EDD OCSD</p>	<p>It is proposed that the OC-WIB will provide One-Stop service. RSCCD will provide career assessment activities and programs offering CTE classes and certificates to enable students to qualify for jobs. EDD will provide support services in job placement.</p> <p>These ideas are still in the exploratory/planning stage.</p>	<p>RSCCD OUSD</p>	<p>November 1, 2015 – June 30, 2016 for the planning period</p> <p>Implementation to begin in 2016</p>	<p>All adult learners and community members 18 and over in need of career placement assistance and educational opportunities including CTE certificates</p>	<p>Track the number of students enrolled in CTE classes</p> <p>Track the number of students served by the One-Stop</p> <p>Track the number of students transitioning into the workforce after obtaining services from the One-Stop</p> <p>Track the number of CTE certificate completions</p> <p>Track the number of students utilizing community support services</p>
<p>Pilot a Construction Pre-Apprenticeship program which provides a clear pathway to the Construction Apprenticeship Program at Taller San Jose.</p>	<p>Taller San Jose (TSJ)</p>	<p>TSJ will provide the facilities where courses will be conducted. Instruction and Pre-Apprenticeship certificate program will be provided by RSCCD.</p>	<p>RSCCD</p>	<p>September 2015-ongoing</p>	<p>All adult learners, community members in need of basic skills before entering the Taller San Jose Construction Apprenticeship Program</p>	<p>Track the number of students entering the pre-apprenticeship program and the increase in students once the program is established.</p> <p>Track the number of Pre-Apprenticeship certificate completions.</p> <p>Track the number of students who transition into the TSJ Apprenticeship Program.</p> <p>Track the number of TSJ</p>

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
						<p>Apprenticeship completers.</p> <p>Track the number of students who transition into a job within the construction field.</p>
<p>WIOA Leadership Council</p>	<p>OC WIB Santa Ana WIB EDD OC Social Services Agency CalFresh/ CaWorks Vocational Rehabilitation LAOCRC North Orange County Regional Consortium Coast Consortium South County Consortium</p>	<p>All groups will share data and gather information to assist each other.</p> <p>Efforts will focus on eliminating duplication of effort</p>	<p>RSCCD</p>	<p>Ongoing</p>	<p>No customers expected – this is more of a collaboration of efforts</p>	<p>Track data needed for AEBG deliverables</p> <p>Track the increase in data received from community partners such as EDD and the OC WIB</p>
<p>Leverage classroom space with the OCDE to pilot Lifeskills classes for AWD</p>	<p>N/A</p>	<p>OCDE will provide classroom space to hold noncredit classes at the Harbor Learning Center</p> <p>RSCCD will provide instruction and course programs</p> <p>SAUSD will provide classroom aids</p>	<p>OCDE SAUSD RSCCD</p>	<p>November 1, 2016 – June 30, 2020</p>	<p>All adult learners and community members 18 and over with disabilities in need of Lifeskills training</p>	<p>Track increase in number of AWD served</p> <p>Track number of completions</p> <p>Track number of students transferring into postsecondary education or the workforce</p>
<p>Expand babysitting services at OUSD facilities during noncredit class hours</p>	<p>N/A</p>	<p>OUSD will provide babysitting services</p> <p>AEBG will fund the cost in the expansion of services</p> <p>SCC-SCE will provide instruction and course programs</p>	<p>RSCCD OUSD</p>	<p>November 1, 2015 – ongoing</p>	<p>All adult learners and community members v18 and over in need of babysitting services to attend classes</p>	<p>Track the increase in number of students served in correlation to the increase in the number of children served</p> <p>Track the number of course completions</p> <p>Track the</p>

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
						increased number of hours as a result of expanded babysitting services

Section 5: Estimated Allocations by Objective

Please see additional information regarding Workbook 5.1:

There are some discrepancies between the Adult Education Funding by Consortium Region form that RSAEC received and the actual numbers reported. Below are explanations of those differences.

GGUSD/MOE, CalWORKS Adult/ROC/P, WIA Title II 2014 (all Grantees). Currently GGUSD is not listed as a member on the RSAEC funding allocation form in the above mentioned areas. Due to the AB86 planning period rules which stated that an agency or district could only be a member of one consortium, GGUSD was originally only a member of Coast Community College Consortium (COAST). With the change of language in AB104, GGUSD was able to officially become a member of all three consortia within their boundaries; RSAEC, COAST and North Orange County Regional Consortium (NOCRC). Although GGUSD is a member of all three consortia, currently they only provide adult education services at two sites, Lincoln Education Center and Clinton Corner, both of which are located in RSAEC's physical boundaries. Due to this, GGUSD has decided to report 100% of its funding (MOE, WIA Title II, and CalWORKS) to RSCCD. These funding amounts are reflected in Workbook 5.1.

RSCCD/CalWORKS 14-15 CCD. There is no tracking measure in place at this time to separate out the CalWORKS funding between the credit and noncredit/credit basic skills programs. The best estimate would be that one-third of the \$512,438 is used for noncredit student services which equates to \$169,105. This amount is based on the number of noncredit students registered by the CalWORKS Department and programs available to serve them. Due to this, only the \$169,105 is reflected in Workbook 5.1.

RSCCD/Adult Perkins K-12/COE/JPA. The funding form shows \$1,662,353 for the 2014-15 year. Of this amount, only \$68,442 is designated for noncredit purposes. The remainder of the funding, \$1,593,911, is designated specifically for credit programs. Due to this, only the \$68,442 is reflected in Workbook 3.1.

RSCCD/WIA Title II 2014 (All Grantees). The funding form shows \$3,760,827 for the 2014-15 year. RSCCD's allocation for the 2015-16 academic year was decreased by \$594,558. Due to this, only the actual 2015-16 grant amount of \$3,166,269 is reflected in Workbook 5.1.

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including

those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for Table 5.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apprenticeship	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for Table 6.1, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

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

Table 6.2: Performance Outcomes by Member - Projected Targets

EXAMPLE

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From ABSE 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.

N/A

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)

N/A

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)

RSAEC is putting into place measures to evaluate the effectiveness of the consortium. Along with many of RSAEC's strategy implementations, this process is still in the beginning stage of development. As new strategies unfold and are put into effect, faculty and students will be surveyed on the strengths and weaknesses of these programs. Faculty members will also be in charge of gathering and reporting information on new curriculum and pilots. Faculty surveys will include questions regarding availability of innovative professional development and faculty support services. Student surveys will be created to gather information regarding the new regional centers, the CEC childcare center, new course options, and the ability to easily access counseling to obtain an educational plan including career and educational pathways.

The Executive Board agenda will also include an item for monthly updates on the strategies that are being implemented. Board members will be asked for input on the effectiveness of these strategies. In addition, the Strategy Proposal Workgroup will discuss the effectiveness of the strategies at its monthly meetings. If needed, specialized task forces will be created to analyze areas of concern and create a support system to guide strategy implementations.

Regional data will be collected throughout the year and analyzed. The consortium, with the help of the AEBG researcher, will look at current year data and compare it to the previous year's data in an effort to improve strategies and programs region wide.


Section 7: Consortium Member Signature Block

Name: Byron Fairchild

Consortium Member: Orange County Department of Education

Email: bfairchild@ocde.us

Date: 10-26-2015


Signature Box: 

Name: Ryan Murray

Consortium Member: Santa Ana Unified School District

Email: Ryan.murray@sausd.us

Date: 10-26-2015

Signature Box: 

Name:

Kerrie Torres

**Consortium
Member:**

Orange Unified School District

Email:

ktorres@orangeusd.org

Date:

10-26-2015

Signature Box:

Handwritten signature of Kerrie Torres in cursive script.

Name:

Connie Van Luit

**Consortium
Member:**

Garden Grove Unified School District

Email:

cvanluit@ggusd.us

Date:

10-26-2015

Signature Box:

Handwritten signature of Connie Van Luit in cursive script.

Name:

Mary Walker

**Consortium
Member:**

Rancho Santiago Community College District

Email:

Walker_Mary@sccollege.edu

Date:

10-26-2015

Signature Box:

Mary Walker