



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
College of the Redwoods	Ahn Fielding	707.798.6200	Ahn-fielding@redwoods.edu	
Eureka City Schools	Rick Jordan	707.798.6200	rick-jordan@redwoods.edu	
Northern Humboldt Union High School District	Jack Bareilles	707.825.2199	jbareilles@nohum.k12.ca.us	
Del Norte County Unified School District	Coleen Parker	707.464.0242	cparker@delnorte.k12.ca.us	
Ed Wilkinson	Humboldt County Sheriff's Office	707.441.5100	EWilkinson@co.humboldt.ca.us	
Bill Damiano	Humboldt County	707.445.7401	BDamiano@co.humboldt.ca.us	

	Probation Department			

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

RAE operates programmatically and fiscally as evidenced by the Governance Template to implement the seven AEBG program areas.

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

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

Redwood Adult Education Consortium uses a single fiscal agent and has elected College of the Redwoods to serve in that role. As fiscal agent, College of the Redwoods will process expenses related to the grant as agreed upon by the voting members and certify that the grant expenditures have been prepared in accordance with the applicable State and Federal regulations. Prudence Radcliff, from College of the Redwoods, serves as the certifying officer. Rick Jordan serves as the in the role of project lead and will be responsible for coordinating consortium deliverables.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the 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.

RAE has prioritized the consortiums goals as follows for years one and two. Goals will be reevaluated in the winter of 2017.

Goals
1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency. Expansion of ABE, GED preparation, and high school diploma programs.
2. Expand the consortium’s infrastructure.
3. Develop comprehensive pathways with multiple non-credit entry points leading to a community college transition and completion of stackable credential or a degree.
4. Develop and implement a RAE marketing plan.
5. Programs for immigrants in citizenship, ESL, and workforce preparation.
6. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. Short term CTE.
7. Programs in career technical education that are short term in nature with high employment potential.
8. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
9. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.
10. Programs for adults with disabilities.

2015-2016	2016-2015
#1	Ongoing
#2	Ongoing
#3	#1
	#2
	#3
	#4
	#5
	#6
	#7
	#8

Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency. Expansion of ABE, GED preparation, and high school diploma programs.

RAE understands that ABE, GED preparation, and high school diploma programs are the low-hanging fruit of Adult Education in the region because those programs have existed over the years, but we also understand that these programs, along with ESL will serve as the foundations of our pathways as we grow our programs. By the end of the fiscal year, we anticipate program growth focused on our students in the jail, students on probation, and a significant increase in the number of students we serve that are struggling to complete their high school diploma. In support of this goal, our team of Navigators will be versed in the various programs and options for completion.

Expand the consortium's infrastructure.

We anticipate a significant growth in the personnel brought on board to manage Adult Education and support our students being served. Specifically, College of the Redwoods plans to reorganize divisions, reestablishing an Executive Director for the Division of Community and Economic Development, to which Adult education belongs. An Assistant Director, Manager, three Navigators, and an Administrative Office Coordinator will all be hired, trained, and in place by the end of the fiscal year.

Additionally, CR will lease a building and relocate the division from the Main Campus to Old Town Eureka, getting the RAE team close to the students we serve. The office will need to be furnished and have an appropriate technology set-up.

The most important aspect of all this will be the training that will take place to prepare the new members to take on the significant responsibility of actualizing the RAE Three Year plan. Since the majority of these positions have never existed within our organization, job descriptions and duties will have to be both clearly define while remaining fluid, especially in the first eighteen months. The development of materials used by the Navigators to assist our students will be paramount.

Develop comprehensive pathways with multiple non-credit entry points leading to a community college transition and completion of stackable credential or a degree.

With the RAE team in place, a review of the needs of our community and the identified gaps in the program will be the foundation from which we will begin to build comprehensive pathways for our students. Using the Skyline College Pathway Plan as our model, we will begin to develop plans that include multiple entry points into the non-credit program, with exists with-in non-credit, and at College of the Redwoods. The CR exits may be with a stackable credential or a degree.

Section 3: Consortium Services and Funding Allocations

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

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

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult 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.

Table 3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

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

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

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

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

Development of a true Regional Assessment Plan will begin in the first year. RAE is well aware that the state's assessment criteria are being finalized and assessment tools being developed. That being said, with the criteria pending, students will be assessed using a variety of instruments, including CASAS, CR's multiple

measures, and GED/Hi-SET.

RAE will purchase access to two important online tools: Work Keys and Cyber High. Work Keys will allow our navigators to access students' current career interests and skills, and then develop an customized training plan to developed needed skills in a student's area of interest. Cyber High will allow our Navigators and teachers to create a path to a high school diploma by offering necessary classes and the support to complete those classes.

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?

RAE will utilize Datatel, the same program CR uses to track student demographic information. RAE will also use CR's SARS and SARS Track to track student attendance in classroom performance. Student planning and pathway documents, once developed, will be stored in cloud based storage, with access limited to the Adult Education staff for counseling purposes only. Information from these systems will be compiled for reporting and tracking purposes in order to monitor our progress toward program outcomes.

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

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

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Monthly RAE Executive Committee Meetings	1.1.16-6.30.16	All	Ongoing budgeting and planning approved.	New hires. Required plans completed.
Review of enrollment and completion data	1.1.16-6.30.16	All	RAE team meeting held to discuss data	Meeting agendas

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
Increased ABA/GED Prep/HSD programs	1.1.16-6.30.16	All	Increase in the number of sections offered	Number of participants enrolling in and completing a related class
Increased CTE Certificate Programs	1.1.16-6.30.16	All	Increase in the number of sections offered	Number of participants enrolling in and completing a related class
Additional ESL offerings	1.1.16-6.30.16	All	Increase in the number of sections offered	Number of participants enrolling in and completing a related class
Increase class offering in the Humboldt County Correctional Facility and Pelican Bay State Prison	1.1.16-6.30.16	HCCF Probation	Increase in the number of sections offered	Number of participants enrolling in and completing a related class

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
Develop contextualized ESL and ABE classes	1.1.16-6.30.16	RAE	New contextualized classes offered	Course offered, students attending and completing
Purchase and implement Work Keys	1.1.16-6.30.16	RAE	Purchase, training, and implementation	Software being used in classes
Hire and utilize Navigators	1.1.16-6.30.16	RAE	Navigators hired, training, and working with Adult Education students	Navigators hired, training, and working with Adult Education students
Continue to partner and support the development of accelerated basic skills classes at College of the Redwoods	1.1.16-6.30.16	ECS DNUHSD NHUHS CR	Higher success rates and persistence to college level Math and English	Course success rates; enrollment and success rates in transfer level Math and English classes
Offer the non-credit Bridge-to-College program on the CR Main Campus, allowing incoming freshmen to refresh math and English skills.	7.5.15-7.31.15	CR	Participating students will skill higher on placement exams, reducing time spent of remediation.	Fewer traditional CR students needing to complete non-credit classes in Math and English.

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
Support Consortium members, regional partners, and teaching staff in pursuing related professional development	1.16.16-6.30.16	All Members	Increased collaboration and streamlining of curriculum	Professional development attendance and implementation of new programs

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Attend IEPI Inmate Training Workshop	6.20.16-6.21.16	RAE Leadership Navigators	Increased understanding of expectations and best practices for Adult Education in inmate education	Increase number of inmates taking and completing adult education courses while incarcerated
Support local summits based on AEBG program areas	1.16.16-6.30.16	All members	Increased collaboration and streamlining of curriculum	Participation at summits.

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

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

Partners might include but are not limited to:

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

Examples of activities include:

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

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)

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.2: Performance Outcomes by Member – Projected Targets

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

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.

Not applicable.

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)

Not applicable.

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)

Enrollment data in all consortium programs and classes, tracking course completion, certificate attainment, or progression into advanced programs or training.

Section 7: Consortium Member Signature Block

See Attached