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

**Updated 10-7-2015**

## Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-047

1.2 Consortium Name:

San Bernardino Community College District Consortium

1.3 Primary Contact Name:

Emma Diaz

1.4 Primary Contact Email:

ediaz@sbccd.edu

If applicable:

1.5 Fiscal Agent Name:

San Bernardino Community College District

1.6 Fiscal Agent Email:

Susan Ryckevic srych@sbccd.cc.ca.us

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 |
|---|---|---|---|---|
| **San Bernardino Valley College** | Gloria Fisher | 909-384-8298 | gfisher@valleycollege.edu | 10/08/15 |
| **Crafton Hills College** | Cheryl Marshall | 909-389-3202 | cmarshal@craftonhills.edu | 10/08/15 |
| **Colton Joint USD** | Jerry Almendarez | 909-580-5000 | Jerry_almendarez@cjusd.net | 10/01/15 |
| **Redlands USD** | Lori Rhodes | 909-748-6710 | lori_rhodes@redlands.k12.ca.us | 09/22/15 |
| **Rialto USD** | Cuauhtemoc Avila | 909-820-7700 | cavila@rialto.k12.ca.us | 10/07/15 |
| **San Bernardino City USD** | Dale Marsden | 909-381-1240 | dale.marsden@sbcusd.k12.ca.us | 11/03/15 |
| **Yucaipa-Calimesa Joint USD** | Cali Binks | 909-797-0174 | cali_binks@ycjusd.k12.ca.us | 09/15/15 |

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

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

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

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*The InlandAB86 Consortium Executive Committee voted on August 21, 2015 to continue having the San Bernardino Community College District serve as the Fiscal Agent. The project coordinator is housed at the San Bernardino Valley College campus and works with the Fiscal Agent Certifying Officer to have expenditures certified to meet grant deliverables.  For year one, the Executive Committee decided on having the Fiscal Agent remain the community college district to facilitate the regional work and projects outlined in the Regional Comprehensive Report submitted in March 2015.*

*Regional project prioritization and approval of all consortium reports will be approved and voted on by the Executive Committee, the project coordinator will be responsible for submission of the reports to the State. The project coordinator will work with each member of the consortium that receives an allocation of funding for consortium projects to ensure funds are managed responsible and reported to the State. Statutory fiscal responsibility and accuracy are of high importance for the Fiscal Agent, the project coordinator will work closely with each member to follow State regulations.*

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## 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.**

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*The San Bernardino Community College District Consortium chose the group name InlandAB86 for the planning phase of the grant. Early on, InlandAB86 adopted some guiding principles; students first, transparency, shared leadership, reflect diversity, equity, and inclusion. In addition a dedicated regional website was established to provide real time information on consortium activity and foster transparency.*

*The InlandAB86 Consortium leadership worked collaboratively in establishing a regional perspective during the planning phase by incorporating the Collective Impact Approach. Several of the Executive Committee members had experience with the Collective Impact Approach that incorporates a common agenda, shared measures, continuous communication, and mutually reinforcing activities among all participants. This set the regional mindset because the premise is that no single organization could accomplish the redesign of an adult education system on its own. All Consortium members need to work together under a common agenda.*

*In establishing a Collective Impact Approach each of the initial consortium meetings began with the review of the Cradle to Career Roadmap and the Countywide Vision. Meeting attendees were asked to identify where Adult Education fell along the cradle to career roadmap and what benchmarks were necessary for success along the continuum. "The Countywide Vision Education Element Group adopted a roadmap for achieving the regional goal to partner with all sectors of the community to support the success of every child from cradle to career. The roadmap identifies key milestones in a child's personal, social, academic, and career readiness. The group of community, business, government, and education leaders formed five task forces to develop strategies for helping students at preschool, elementary school, middle school, high school, and postsecondary levels."*

*In keeping with the Collective Impact Approach of having the region work together, the InlandAB86 Consortium will make progress in program year 2015-16. The Regional Comprehensive Plan submitted in March 2015 will guide the Consortium towards the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability amongst adult education providers. In partnering with community providers including businesses, government and educators, the Consortium will work towards creating a seamless transition for students by providing tools and support for their progression along their educational career.*

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## 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.
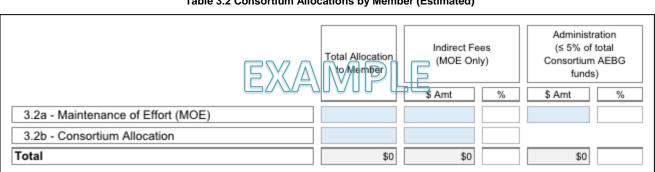
Table 3.2 Consortium Allocations by Member (Estimated)

| | 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:** <u>Integrate existing programs and create seamless transitions into postsecondary education or the workforce.</u> 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?

*The table below was submitted in the Regional Comprehensive Plan and illustrates the activity the consortium would follow in addressing the Regional perspective on Assessment and Alignment of curriculum.*

*Curriculum Alignment: Current Reality—12-Month Accomplishments—Success Indicators*

| Current Reality | 12-Month Accomplishments | Success Indicators | |
|---|---|---|---|
| • K-12 system has accountability<br>• Community college has programs and SLOs<br>• "Campus Climate" survey (not mandated)<br>• Accreditation is an accountability measure<br>• Community college makes assessment results public<br>• Portion of adult education funds are tied to student gains | • Regional task force has developed model surveys (student and stakeholder)<br>• Regional Quality Indicator taskforce has created common language and benchmarks | • Fewer students assessing into basic skills at community colleges<br>• High student satisfaction rates<br>• We have a common language<br>• More innovative approaches are being used<br>• Regional stakeholder survey in place<br>• Awareness of, and participation in, stakeholder survey | **Creating accountability** |
| • "Cradle-to-Career Roadmap" in place<br>• WIB connects with individual institutions<br>• Funding restrictions make it difficult to serve all students<br>• We have "pockets" of technology in place<br>• Community colleges have phone conferencing ability<br>• "Drop Box" used at community colleges<br>• Technology is not connected across systems | • Task force has mapped resources for all stakeholders<br>• Common mission and vision have been developed | • Technology used across the region<br>• Systems are compatible<br>• Resources are mapped through collaboration<br>• Stakeholders know about resources and how to use them<br>• Web-based meetings allow work to expand | **Leveraging resources** |
| • Student education plans are used at community colleges<br>• WIB has tracking system but it is not coordinated with other educational institutions<br>• No common database<br>• Opportunity to build on CALPASS +<br>• Older adult education students have limited data in the system | • Created a plan for professional development re: CALPADS and CALPASS +<br>• Regional curriculum alignment teams are in place (based on results of resource mapping) | • Everyone participates in development of educational plans<br>• Increased communication between K-12 & adult education providers<br>• Students easily transition between institutions | **Aligning systems** |

**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?

*In the AB86 plan submitted, multiple hubs/workgroups outlined that by 2017/18, the vision would be to have a dynamic student transition database which includes educational history, services received, and current program eligibility. The vision outlined the need for a regional taskforce be formed with both K-12 and Community College representatives to discuss how to unify data across systems. Currently multiple programs are used for data collection within the consortium membership. Some members use TOPS Pro, ASAP, CASAS, and Aim.*

*In addition, the hubs outlined the steps below for the Regional Comprehensive Plan in the Alignment hub to indicate the Strategic Direction the region needs to move towards for a seamless transition.*

| Accomplishment | Steps |
|---|---|
| Created a plan for professional development re: CALPADS and CALPASS + | 1. Task force developed that works in conjunction with other hubs<br>2. Identify what content needs to be shared/trained<br>3. Identify who needs training and how to promote it<br>4. Identify who will deliver training<br>5. Develop/deliver training<br>6. Evaluate effectiveness/modify as needed<br>7. Plan for ongoing support and future training |
| Regional curriculum alignment teams in place based on resource mapping | 1. AB86 coordinator with resource mapping task force identifies curricular areas to be aligned<br>2. Subcommittees developed based on curricular areas identified across all entity levels (K-12, community college, adult schools, ROP) regionally<br>3. Recruit subcommittee teams (all entities)<br>4. Subcommittees identify common curricular objectives<br>5. Provide recommendations for resources and disseminate information |

**4.1c – Objective 3 continued:** List <u>other</u> 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)**

*Streamlining and Simplifying Inter- and Intra-Agency Processes Implementation Steps*

| Activity (Accomplishment) | Outcomes Expected | Timeline | Consortium Members Involved | Method of Assessing Impact |
|---|---|---|---|---|
| Collaborative including all agencies meet to develop a model for universal transition | 1. Identify and contact all agencies in our region<br>2. Identify at least one representative per agency<br>3. Establish the initial meeting<br>4. Identify and discuss current transition opportunities<br>5. Establish a future meeting schedule<br>6. Identify one or two models and analyze them<br>7. Identify commonalities and begin creation of a universal transition model<br>8. Completed universal transition model | 12/15-06/16 | Project coordinator, representatives from each agency and consortium membership | • High transition rates between adult schools and community colleges<br>• Increased interactions between institutions to build pathways<br>• Regional common transition standards<br>• Colleges better prepared to meet adult students' needs<br>• Data drives decisions Adult school classes ease transition to community college |

*Creating a Unified Transition Network Implementation Steps*

| Activity (Accomplishment) | Outcomes Expected | Timeline | People Involved | Method of Assessing Impact |
|---|---|---|---|---|
| Investigate model for region-wide tracking system and make recommendation | 1. Identify and call together task force including IT and Research<br>2. Brainstorm needed functions of tracking system<br>3. Identify available systems for consideration and demonstration<br>4. Make recommendation to project coordinator of specific system for region-wide adoption | 12/15-06/16 | Project coordinator, task force made up of members from all the districts and the community college | • Students move easily between institutions<br>• Standardized entry rubric in place<br>• More entry level and "scaffold" programs<br>• Minimum standards at all adult education schools<br>• Adult education students are no longer "second class citizens"<br>• Equal standards exist throughout the region |

**4.2** - **Objective 4:** <u>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.</u> 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 |
|---|---|---|---|---|
| **Increase the offering of programs that are operating at full capacity** | 12/15-06/16 | ALL Members | Increase of students meeting their educational goal attainment | Collect and monitor the enrollment quantities in the newly offered program areas |
| **Offer programs in areas that currently do not have Adult Education Programs** | 12/15-06/16 | ALL Members | Increase in the number of students completing courses in the AB86 program areas | Collect and monitor the enrollment quantities to analyze if offerings are closing the gaps that existed |

**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 |
|---|---|---|---|---|
| **Multilevel ABE classes offered throughout the region** | 12/15-06/16 | Regional members, education providers, curriculum developers. Employers, postsecondary educators, all other stakeholders | Adult Students have access to programs they need | Enrollment numbers will be monitored and analyzed for growth of programs |
| **Provide online and hybrid ESL opportunities** | 12/15-06/16 | ALL | ESL classes will accessible to students who lack mobility or transportation | Enrollment numbers will be monitored and analyzed to measure student success |
| **More industry-sponsored scholarships for students** | 12/15-06/16 | ALL | Students can dedicate more time to their educational goals | Higher completion rates amongst scholarship recipients |

**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 |
|---|---|---|---|---|
| **Professional Development in the use of technology** | 12/15-06/16 | ALL | The current use of technology in education will be expanded | Track the number of individuals attending the activity |
| **Professional Development offered on noncredit curriculum** | 12/15-06/16 | ALL | Attendees will have the opportunity to learn about the benefits to students of noncredit programs | Track the number of individuals attending the activity |
| **Professional Development offered on Universal Design** | 12/15-06/16 | ALL | Attendees will benefit from the opportunity to learn more on how to help students with disabilities | Track the number of individuals attending the activity |

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

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

Partners might include but are not limited to:
- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education

○ Industry Employer Groups

○ Literacy Coalitions

○ Economic Development Regions

○ County Social Services - CalWorks

○ Employment Development Department (EDD)

Examples of activities include:

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

○ Expanding utilization of existing regional resources for Adult Education students

○ Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

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

**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 |
|---|---|---|---|---|---|---|
| **Partner with the WIB to share tracking data** | WIB | Sharing of workforce placement data | ALL | 12/15-06/16 | Students benefit from job placement | Increase data collection for decision making |

## Section 5: Estimated Allocations by Objective

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the **Member Allocations Workbook** for **Table 5.1,** Consortium Members will fill out their own spreadsheets.   The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

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

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

| | Regional Consortium AEBG Allocation | | WIOA Title II (Adult Education & Literacy) | Adult Perkins | CalWorks | LCFF* | CCPT | CCD Apportionment | 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)**

| | 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.

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**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)

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**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)

*As part of the Governance Template the Executive Committee also developed both group and voting norms. One of the group norms is to have quarterly "After Action" reviews of decisions and outcomes to evaluate effectiveness of performance.*

## Section 7: Consortium Member Signature Block

**Name:**

**Consortium Member:**

**Email:**

**Date:**

**Signature Box:**

**Name:**

**Consortium Member:**

**Email:**

**Date:**

**Signature Box:**

**Name:**

**Consortium Member:**

**Email:**

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