



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
SDCCD/SDCE	Brian Ellison	619/338-4850	bellison@sdccd.edu	7/16/15
SDCCD/SDCE	Rachel Rose	619/338-4812	rrose@sdccd.edu	7/16/15
SDUSD Adult Ed.	Marc Gottuso	619/293-4430	mgottuso@sandi.net	7/14/15
SDUSD Adult Ed.	Rosalina McCollum	619/362-4516	rquintos@sandi.net	7/14/15

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally. **Submitted 10/27/2015**

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.

Organization Chart (TBD)

SDAERC:
SDUSD & SDCCD/CE

Project Manager:
Susan Yamate

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 SDAERC has opted not to designate a fiscal agent. Both member agencies (SDCCD and SDUSD) have committed to reporting all available funding and to disclose how funding will be utilized to provide adult education and workforce services. To ensure disclosure accuracy, State-provided funding data for each member agency will be reviewed and compared to the funding data provided by each member agency. The SDAERC will comply with the requirement to report, evaluate and leverage all available resources as mandated by AB104 and AEBG guidelines, in order to maximize outcomes in adult education and workforces services.

In accordance with AB104, Section 9, Section 84914, the SDAERC will develop a distribution schedule for allocated consortium funding. In accordance with AB104, Section 84913, the SDAERC will ensure that consortium funding is only expended on the allowable program areas as stipulated. Member agencies are committed to disclosing all funding received for the purpose of providing adult education and workforce services in the region. The SDAERC is committed to distributing and expending consortium funding in a manner that will best meet the unmet educational needs of adult learners in the region as identified in the SDAERC Plan. Further, member agency resources other than consortium dollars will be reviewed to determine how these dollars can also be leveraged to help address the educational needs/gaps identified in the SDAERC Plan. The final decision on the distribution of consortium funding will be the result of action taken on an agenda item in a public meeting of the SDAERC.

With the assistance of the AEBG Executive Director, all grant expenditures and other data reporting requirements will be rolled up to provide the State with complete information from both member agencies. The AEBG Program Manager from SDUSD will work closely with the AEBG Executive Director to ensure all reporting deadlines are met. Likewise the SDCCD/SDCE Vice President (AEBG lead) will work closely with the AEBG Executive Director to ensure all reporting deadlines are met. The SDCCD/CE Vice-President of Administrative Services will serve as the SDAERC Certifying Officer, and the AEBG Executive Director will be responsible for all State submissions.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on this purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**”

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

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

The San Diego Adult Education Regional Consortium (SDAERC) “Members” are the San Diego Community College District – Continuing Education and the San Diego Unified School District – Adult Education. SDUSD and SDCE have been serving the educational needs of adult learners in the community since 1914. While the collaboration between the two institutions is not a new one, AB 86/AB 104 has renewed the conviction to achieve what is the most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region. When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve; individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. The mission and vision is to provide ongoing learning opportunities and prepare diverse students for advancement—assisting students to transform their lives.

There is a very long history of collaboration between both member agencies in Program Area 1. SDUSD and SDCCD/CE have offered a joint adult education program in Secondary Basic Skills for many years. Several areas of need were identified in the AB86 Plan for the Elementary and Secondary Basic Skills Program. In a laser-focused fashion, AB86 work group participants identified unmet needs in this program area that when addressed will not only better meet the needs of adult learners in the region but will also strengthen and enhance this historical collaborative joint effort.

In addition, the SDAERC in year one (1) will:

- Begin the process to align and standardize high school diploma curricula, placement assessment (CASAS), course mastery standards, and Career Technical Education embedded course content to ensure that the dually offered High School Diploma Program is aligned and standardized.
- The SDUSD program will establish 2 additional Adult Basic Education sites and 2 additional Adult Secondary Basic Education sites (adult high school diploma.)
- The SDUSD program will purchase needed technology for all sites.
- The SDUSD will employ additional instructional mentors to support students.
- Explore, implement and analyze student outcome in order to determine the strength of programs
- Reevaluate programs within the consortium to assure that curriculum is aligned and proficient instruction is employed to deliver said curricula
- Support on-going professional development
- Improve communication paths
- Provide counseling support
- Investigate, access website, newsletter and other communication support

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		IWCA Title I (Adult Education & Literacy)	Adult Persons	College	LEFP*	CSPT	BCEI 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?

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor's Office (CCCCO) for program placement in the California Community Colleges.

The key ingredient to seamless transitions from Elementary and Basic Skills programs to other academic or career pathways is program alignment. It is critical that agencies are aligned between sites within an agency as well as between agencies within the region to ensure student success. As discussed in 2.2b above, work will begin on the alignment of placement assessment instruments, curricular course content, course/objective mastery assessments and rubrics. The re-establishment of the JECC, as discussed in 2.2b above, will serve as the vehicle for this important work. Successful completion of this objective will not only result in a significant increase in the number of high school diplomas and/or equivalency certificates awarded but will also thoroughly prepare students for what comes next in their academic or career endeavors.

The strength of the programs within the consortium is measured by their efficacy: are the programs effective? Do students reach their goals? A key element in designing effective programs and instruction, developing effective faculty and support services through well-targeted professional development, and building mutually beneficial partnerships is the assessment of outcomes as student's transition beyond our programs. The only way to know if the goals of the regional consortium are met is to track those outcomes carefully. The SDAERC will:

- **Explore ways to track outcomes through the system for all learners, including those not currently captured.**
- **Explore the use of a statewide learner identification system to better track students.**
- **Use data consistently to form policy and inform procedural and funding decisions.**
- **Implement data-driven program improvement from year one that provides regular increases in the percentage of students who transition annually.**
- **Analyze student outcomes and employment, including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels of coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions; relationship of jobs secured to student field of study.**
- **Track longitudinal data on learning gains and employment outcomes and disseminate this information statewide.**
- **Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.**
- **Create a clerical position to spearhead the tracking of data.**
- **Increase the percentage of students who transition annually.**
- **Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.**

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?

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor’s Office (CCCCO) for program placement in the California Community Colleges.

In addition, an effective system will be developed by the Research Associate that will be hired to obtain data access and analysis for all programs within the Consortium.

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
Create an annual information event for special education faculty and staff from local high schools to clarify the information that students need to know in order to successfully transition. This information will include the referral process, documentation requirements, personnel contact information and updates on information about current educational programs offered through SDCE	7/1/15-6/30/16		Increased collaboration Increased ability to track transition Increased inquires/counseling appointments	
Hire career counselors to assist with job placement and student education plans	7/1/15-6/30/16		Increased number of students with student education plans Increased number of students utilizing counseling support services	

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
Ensure that curriculum design reflects postsecondary and occupational training contexts:	7/1/15-6/30/16	SDCE		
Revise/create curriculum including online offerings	7/1/15-6/30/16	SDCE		
Reevaluate program plans and implementation periodically.	7/1/15-6/30/16	SDCE		
Reevaluate workforce needs and demands for overall alignment	7/1/15-6/30/16	SDCE		
Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs, as well as students’ interests, goals, and success	7/1/15-6/30/16	SDCE		
Maximize use of technology by integrating technology in the classroom, ensuring that learners acquire technology literacy skills essential to postsecondary education and the workplace	7/1/15-6/30/16	SDCE		
Upgrade classroom equipment and technology including but not limited to Building out a NetLab and the ECC Kitchen	7/1/15-6/30/16	SDCE		
Hire a Social Media/Web Designer	7/1/15-6/30/16	SDCE	Increased student enrollment Increased data ability to track students	
Hire an Outreach Coordinator/Community Liaison	7/1/15-6/30/16	SDCE	Increased student enrollment/interest lists	
Develop online and hybrid courses	7/1/15-6/30/16	SDCE	Increased enrollment in online and hybrid courses	
Ensure currency and a reflection of industry standards in all	7/1/15-6/30/16	SDCE	Increased competitiveness for SDCE	Number of students who gained employment

courses			students in the job market.	Number of students who received interviews Wage earned
Hire instructional assistants	7/1/15-6/30/16	SDCE	Increased completion rates Increased employment rates	
Hire Research Associate	7/1/15-6/30/16	SDCE	Increased data collection	
Hire Planning Assistant	7/1/15-6/30/16	SDCE		
Develop an Outreach Tracking system	7/1/15-6/30/16	SDCE		
Utilize the same student placement instrument (CASAS)	7/1/15-6/30/16	SDCE SDUSD	Regional data	
Utilize the same student assessment system (CASAS) to collect, process, and report student outcomes	7/1/15-6/30/16	SDCE SDUSD	Regional data	
Align high school course curricula	7/1/15-6/30/16	SDCE SDUSD	Seamless transition of students between agencies	
Embed ASE courses with relevant, conceptualized CTE content	7/1/15-6/30/16	SDUSD		
The SDCCD/CE program will develop an ABE curriculum that will meet the needs of students at the first through sixth –grade reading levels enabling students to acquire the skills necessary to successfully transition into ESL, high school diploma, vocational education or the job market. This curriculum will be utilized at all CE ABE sites to ensue program alignment and expectations between all CE site locations.	7/1/15-6/30/16	SDCE		
The SDCCD/CE program will ensure that all CE sites offering Elementary and Secondary Basic Skills course offerings follow the same operational procedures and will work to establish uniform course standards and student expectations to ensure learners will be able to seamlessly transition between CE sites or from a CE site to a SDUSD site.	7/1/15-6/30/16	SDCE		
The SDCCD/CE program will begin work on developing math and science courses needed for students pursuing the adult education high school diploma. Successful completion of this objective will prevent CE students from having to concurrently enroll in other adult education programs to complete high school diploma requirements in	7/1/15-6/30/16	SDCE		

these subject areas.				
Two new ABE sites will be opened in the SDUSD to address the needs of adult learners whose reading and/or math skill levels are below high-school level. One program will be opened in the North end of the district; the second program will be opened in the central part of the district. The establishment of these programs will address the needs of the many students who wish to enroll in the ASE high school diploma program but don't possess the skills necessary to master high-school level work. The establishment of these new ABE programs will provide students with the opportunity to seamlessly transition into the adult high school diploma program, vocational education, or the job market.	7/1/15-6/30/16	SDUSD		
Two new ASE Basic Skills (high school diploma) sites will be established in the SDUSD district to provide access to students living in the North end of the district as well as the central area of the district. The opening of these new sites will provide needed access for many more students in the region to obtain the adult high school diploma.	7/1/15-6/30/16	SDUSD		
In an effort to ensure ongoing communication and collaboration between member agencies, the Joint Executive Coordination Committee (JECC) will be re-established. The JECC was originally established when the SDUSD and the SDCCD/CE entered into a Delineation of Function Agreement which has been the guiding document for this long-standing partnership for many years. The re-establishment of this committee will serve as a unifying Program Area 1 link between member agencies. The JECC will monitor the progress and completion of AB86 Plan objectives and will foster an ongoing open forum for communication and collaboration. The JECC will also ensure that AEBG resources are leveraged effectively and efficiently in an effort to provide a	7/1/15-6/30/16	SDUSD		

regional adult education program of excellence...				
<p>All SDUSD sites will be provided with new computers to replace the very old systems that are currently being used. This technology will not only assist students with academic and/or employment-related activities in the classroom, but will provide students with the skills necessary to be successful as they transition into a technological world.</p>	7/1/15-6/30/16	SDUSD		
<p>In order to provide students with the one-on-one support needed to successfully transition to college and/or the workplace, eight additional (college student) instructional mentors will be hired to serve in the SDUSD program. These individuals will serve as “navigators” as they help students acquire the skills necessary for a successful transition. Instructional mentors support students with academic course work as well, and are able to provide encouragement and understanding to many students who have experienced educational failure in the past. This program has been in place for many years and need has warranted its expansion.</p>	7/1/15-6/30/16	SDUSD		
<p>Adult education faculty and staff from both agencies will be provided with staff development opportunities. This joint staff development effort will address areas of need identified by faculty/staff from both agencies. Further, learning opportunities related to student persistence and acceleration will be offered. Staff development opportunities will not only provide participants with relevant learning opportunities, but will also build strong teams of mutual respect and trust between agencies.</p>	7/1/15-6/30/16	SDUSD		

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 program similar to CBET model offering child care	7/1/15-6/30/16	SDCE	Increased enrollment Increased transition	
Expand VESL and modified I-Best programs	7/1/15-6/30/16	SDCE	Increased enrollment and retention in courses	

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
Faculty technical training	7/1/15-6/30/16	SDCE	SDCE employees seamlessly work together with adequate knowledge to accomplish the goals of moving adult learners from entry to college and/or career.	Faculty technical training
e-casas faculty certification training	7/1/15-6/30/16	SDCE	As stated above	e-casas faculty certification training
workforce training	7/1/15-6/30/16	SDCE	As stated above	workforce training
curriculum training including SLO development and syllabi training	7/1/15-6/30/16	SDCE	As stated above	curriculum training including SLO development and syllabi training
community college training	7/1/15-6/30/16	SDCE	As stated above	community college training
classified technical training to support programs (ie. MS Office)	7/1/15-6/30/16	SDCE	As stated above	classified technical training to support programs (ie. MS Office)
administrative leadership training	7/1/15-6/30/16	SDCE	As stated above	administrative leadership training
Tracking system training	7/1/15-6/30/16	SDCE	As stated above	Tracking system training

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

- 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
Build partnerships with businesses that are mutually beneficial						
Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs						
Align resources to support adult education career pathways goals. The following specific actions are planned to help realize these commitments						
Provide leadership and participate in AEBG 'Super Region'	San Diego North Consortium San Diego East Consortium San Diego South Consortium MiraCosta Consortium			Monthly meetings		

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 AEBE Allocation		WDA Title II (Adult Education & Library)	Adult Perkins	Cafeteria	LDPF	CCPF	CCD Appointment	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 ABE6 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.

TBD, still gathering data

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)

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor's Office (CCCCO) for program placement in the California Community Colleges. In addition, other approaches are being investigated where there may be a need to report data other than what TE is able to provide.

Section 7: Consortium Member Signature Block

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Date: October 30, 2015

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