



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

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.

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Santa Clarita Community College District- College of the Canyons	Dr. Jerry Buckley	(661) 362-2410	Jerry.Buckley@canyons.edu	11/12/15
Wm. S. Hart Union High School District	M. Mike Kuhlman	(661) 259-0033x203	mkuhlman@hartdistrict.org	11/4/15

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?

Our Consortium has opted to not have a fiscal agent for the first year of the AB 104; the Consortium will revisit this decision after the first year and evaluate the effectiveness of foregoing a fiscal agent.

The Consortium plans to divide the allocation in order to expedite planning processes and then create a comprehensive resource allocation rubric for priorities for the first year of funding under AB 104. The Consortium oversight committee will review the budget for each of the categories from the original AB 86 action plan and then determine allocations from the block grant using a rubric based on the respective priorities of each member and feasibility/timeline of implementation. The Consortium members will maintain separate ledgers and then engage in a process of bringing expenditures and outcomes back to the committee for review. The Consortium will engage in a quarterly roll-up to report and evaluate expenditures. Anticipated roll-up dates are October 15, 2015; January 15, 2016; April 15, 2016; and July 15, 2016. The certifying officer for the grant will be Collette George (cgeorge@hartdistrict.org), a classified employee currently working as the reporting officer for a number of categorical programs for the William S. Hart Union High School District, one of the Consortium members.

Section 2: Plan Summary for Program Year 2015-16

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

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

AEBG Executive Summary

Mission

SCV Adult Education Consortium (SCVAEC) provides ongoing learning opportunities to adults in basic skills education and career preparation and training.

Vision

Provide a robust, comprehensive program supporting adult learners in the Santa Clarita Valley.

Goals for 2015-2016

1. Finalize alignment of existing coordinated curriculum among providers of adult education in the SCVAEC in the following areas:
 - Basic Skills/Adult Secondary Education (high school diploma or equivalency)
 - Immigrant Education (ESL and Citizenship)
2. Finalize branding, marketing and outreach plan for the new Consortium.
3. Engage in data collection and research to determine which of the following will be prioritized for curriculum development:
 - CTE: Preparation, short-term training, and apprenticeship
 - Adults providing support to school-aged children
 - Adults with Disabilities needing basic skills education and CTE preparation
4. Coordinate and offer coordinated programs and courses in the SCVAEC-defined areas of adult education, particularly in the areas of HSD, ESL, ABE, Citizenship, and GED.
5. Coordinate student support services to ensure the successful completion of programs and courses transitioning to further education and/or the world of work.
 - Determine appropriate assessment instruments and coordinate intake processes
 - Investigate MIS system that can support work of both member for student records
6. Provide professional development opportunities to faculty and staff in the following areas:
 - Effective and appropriate teaching strategies and techniques, including contextualized learning
 - Principles of adult learning and cultural diversity
 - Pathways into education and career

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

Table 1: Consortium Membership and AEBG Regional Allocations

		Regional Consortium AEBG Allocation	
		MCE	Remaining Consortium Allocation
<member name>		\$0	\$0
<member name>	EXAMPLE	\$0	\$0
<member name>		\$0	\$0
<member name>		\$0	\$0
<member name>		\$0	\$0
<member name>		\$0	\$0
<member name>		\$0	\$0
Total		\$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. The original AB86 Objectives language has been adapted to the AB104 context.

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

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

- Educational pathways
- Alignment of:

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

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

The assessment tests for noncredit students are only in the area of ESL, as we do not have assessment tests for our GED preparation students. The students who take our noncredit ESL assessment are from a variety of subsets within the Santa Clarita Valley. The largest group in our audience is the Spanish-speaking population, followed by students whose native languages are: Korean, Chinese, Arabic, Farsi, and Russian, to name a few. It is a requirement for all noncredit ESL students to take our assessment before registering in a noncredit ESL class, unless the student wants to begin at the Level 1A course in the sequence. Level 1A is our beginning class and does not have a prerequisite. Annually, approximately 400 students are assessed and matriculated into our noncredit ESL program.

Students are made aware of our assessment schedule in advance via our website and through mailings to our local community agencies and constituents. Students may come to our main campus during open office hours to take the assessment test, or can attend any of our published evening assessments throughout the community. As co-members of the Santa Clarita Adult Education Consortium, we work closely with Golden Oak Adult School, the adult education program within the William S. Hart School District. We have recently collaborated efforts to provide a more streamlined experience for our noncredit ESL population by arranging for our ESL assessments to take place concurrently in the same location so that students promoting from their Pre-Literacy courses could be counseled and referred to our noncredit ESL program via our noncredit ESL assessment. The reciprocal process is possible when

students are referred to the collaborative assessment event because they attempted registration into the noncredit ESL program, but needed the Pre-Literacy course from Golden Oak Adult School.

The current reading, writing, and speaking test is a timed, mobile, paper/pencil test. For reading comprehension, the student is given 45 minutes to complete the assessment. The writing assessment is timed at 30 minutes. The speaking portion can take anywhere from 5-15 minutes and is dependent on the student's ability to speak in a one on one interview process. This test was developed by the noncredit faculty over 5 years ago. This year we purchased two noncredit ESL assessment tools from the approved CCCCO list: MIS Code: 1092 CASAS Listening Appraisal – Form 80L – CCCCO Probationary Approval, Begin Date 7/1/2014, Expiration Date 7/1/2017, and MIS Code: 1074 Combined English Language Skills Assessment (CELSA) Computerized Version – CCCCO Full Approval, Begin Date 2/1/2001 Expiration Date 3/1/2019. We are currently in a transition phase from our in-house developed assessment to the CASAS and CELSA. We are currently going over cut scores, multiple measures, and validation for implementation during the fall 2015 term. During the spring 2016 term, we will be running a disproportionate impact report at the same time we are running the validity studies.

To begin the new assessment process, new and returning students must fill out an application for admission before taking the assessment. After a brief explanation of what will occur during the 2 hour testing/advising period, students answer a set of questions for multiple measures at the beginning of the CELSA exam. Students are then given 45 minutes to complete the 75 question multiple choice CELSA reading comprehension test, followed by a 26 question CASAS listening appraisal that lasts 30 minutes. When the test is given off-site, students take the pencil-paper version of the CELSA; however, when the assessment occurs on our campus, we use the computerized version of the CELSA in a testing room of our tutoring center. The CASAS is given in the same format both on-campus and at off-campus locations. Once placement results are available, students participate in a short advisement workshop with an advisor to select and register for an appropriate ESL class. These advisement sessions are informed by the student's placement results as well their work-life schedules, academic goals, and campus location preferences. Upon course registration, an advisor will review the noncredit course sequence via Noncredit Student Educational Plan (NSEP) with each student individually. Students leave with a student ID number, an information sheet for the section they have chosen, and a copy of their noncredit student education plan. For test preparation, there are sample test questions on our website that students can use to prepare. These can be found at <http://www.canyons.edu/Offices/ContinuingEducation/Pages/default.aspx>. We direct students to the page when they are requesting to take a placement exam. We also ask students if they have prepared prior to taking the exam. We would like the students to get the best possible placement results that match their skill level and are not based on an inability to take a computerized exam. Therefore, we do promote test preparation for our students.

The overall assessment and multiple measures for the College of the Canyons noncredit program are in

line with the requirements in 55502 and 55522. We have incorporated multiple measures into the assessment in the form of multiple choice questions at the beginning of the reading and writing assessment. The multiple measures have been developed by a group of noncredit faculty and administrators by looking at the credit ESL, the questions provided by the CELSA, and the work of the group to establish a weight for each question in relation to the raw score of the assessment test. Each question is weighted to allow a person to have been 0-3% added to the raw score of the assessment. The combined assessment and multiple measure scores, allow us to give a student an accurate assessment into one of the 8 levels of the noncredit course sequence.

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?

For the 2015-2016 year, both members of the Consortium will continue to use their existing student records systems. The Consortium will be investigating the cost and usability of the Ellucian “Recruiter” module as a means for the members to share student application information across the system. However, implementation of this objective will take considerable time. The product costs will have to be evaluated. There are existing firewall issues that need to be addressed. Additionally, there will need to be significant training on the module for both members. Until a solution has been selected, both members will continue to use their existing records systems, and roll up the requisite student/classroom level data to the Consortium twice a year for review and reporting purposes.

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Assessment instrument selection and validation	On-going/first round completed by June 2016	Faculty, staff and administration from Hart and COC	Selection and validation of instruments for ESL placement	Follow-up research on accuracy of placement
Complete faculty curriculum alignment meetings for ESL and ABE	ESL and ABE alignment and curriculum development are ongoing	Faculty, staff and administration from Hart and COC	Eliminate duplication. Increased student completion for both courses and defined sequences.	Student enrollment, success and promotion
Assessment questionnaire (Student Transition Plan – STP) addressing general current focus and goals of student-	January – June, 2016	Hart District, COC, other partners as appropriate.	Each new student-client entering Consortium Programs beginning in January 2016, will have completed this questionnaire	A minimum of 80% of all remaining Consortium student-clients will have an STP Form on file as of June 2016.

client upon entry.			at entry.	
Individual interview to go over questionnaire with each student-client.	April 2015 through June 2016	Individual interview to go over questionnaire with each student-client.	April 15 – June 2016	Student-client satisfaction survey results.
Provide Transition activities between Adult School, Community College, and any other training sites (e.g. field trips, videos, guest speakers, etc.).	Begin these activities in May June 2016.	Hart District, COC, other partners as appropriate (selected staff will coordinate and conduct these activities).	At least 20% of student-clients who enter Consortium Programs beginning in January 2016 will have participated in at least one of these Transition activities.	Student-client satisfaction survey results.

4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Improved Marketing and Advertising.	April 15 – June, 2016	Hart District, COC, other Partners as appropriate.	Selection of a unifying Consortium name. Selection of one or more beginning target strategies for Marketing and Advertising the Consortium and its Programs.	Increase in volume of student-clients in Consortium Program areas, over recent past years.
Planning for satellite locations and facilities.	April 15 – June, 2016	Golden Oak/Hart District, COC, other Partners as appropriate.	Consortium Member agreement on locations to be continued or added	Community satisfaction survey results.

			by the end of the 2016/2017 school year.	
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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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Lay ground work for at least three contextualize basic skills classes using embedded.	April – June, 2016	Hart District, COC, other Partners as appropriate.	Three courses ready to begin by January, 2017.	Registration in at least three courses to the point of creating an initial “Wait List”.
Examine ways to incentivize students moving through the ESL noncredit course sequence	January – June, 2016	Hart District, COC, other Partners as appropriate.	Increased percentage of students attaining certificates of completion in the ESL courses sequences.	Increased registration among ESL students across the course sequence.

Investigate Career and College planning within HSD and GED programs	January – June, 2016	Hart District, COC, other Partners as appropriate.	Students in HSD and GED program will have either an abbreviated or comprehensive educational plan leading to college and/or the world of work.	Verified counts for ASEP and CSEP in 3SP measures.
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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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Identify at least two possible PD Conferences for appropriate Teaching, Clerical Support, and Administration Staff to attend together in the 2016/2017 school year.	April – June, 2016	Hart District, COC, other Partners as appropriate.	Attendance at – at least one of the Conferences, by at least 50% of Consortium-related staff.	Staff satisfaction survey results.
Identify at least two possible PD Conferences for appropriate Teaching, Clerical Support, and Administration Staff to attend together in the 2016/2017 school year.	April – June, 2016	Hart District, COC, other Partners as appropriate.	Attendance at – at least one of the Conferences, by at least 50% of Consortium-related staff.	Staff satisfaction survey results.
Invite noncredit faculty and staff to the annual Student Success Symposium hosted at COC	January 2016	Hart District, COC	Attendance by at least 4 interested consortium parties.	Staff satisfaction survey results.

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.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Facility Use	City Library	classroom	COC	annual	40	Enrollment
Facility Use	County Library	classroom	COC	annual	40	Enrollment
Facility Use	City Community Center	classroom	COC	annual	80	Enrollment
Facility Use	Elementary School Districts	classrooms	COC	annual	300	Enrollment

Facility Use	Junior High	classrooms	COC	annual	40	Enrollment
Marketing referral/ outreach	SCV Work Source Center	Workshops and orientations	COC	By semester	20	Referral Enrollment
AEBG Advisory	Goodwill, City of Santa Clarita, Work Source Center	Coordination of efforts	COC/Hart	By semester	TBA	Enrollment
CTE Advisories	Industry Advisories	TBA	COC/Hart	By semester	TBA	Enrollment/ placement
Disabled Work force Training	Pleasant View Training Facility	Classrooms/Instruction	Hart	annual	60	Enrollment/ placement

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 3. Consortium Member Table by Objective and Fund Source

	Regional Consortium AEBG Allocation		W/OA Title I (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Adults in Jail	Total
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									\$0
Obj. 4: Gaps in Services									\$0
Obj. 5: Accelerated Learning									\$0
Obj. 6: Professional Development									\$0
Obj. 7: Leveraging structures									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills)	416	508	
English as a second language	1433	1200	
Pre-apprenticeship training	0	0	
Careers and Technical Education	0	35	
Adults training to support child school success	0	0	
Older Adults in the workforce	0	35	
Adults with Disabilities	196	201	
Total	2045	1979	

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target Rate for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.	+59%	
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	+105%	
% Completion of HSD or Equivalent, for those who had this goal during the current program year.	+10%	
% Transition from K-12 adult to post-secondary.	0	
% Transition from non-credit to credit in post-secondary.	+109%	
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)	0	
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	+382%	
% Placed in jobs, for those who had this goal during the current	0	

program year.		
% With increased wages, for those who had this goal during the current program year.	0	

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)

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)

Activities to support objectives for AEBG are being monitored by the College of the Canyons’ Institutional Research Office and also by the members of the Consortium. Coordination of the Consortium and AEBG, including the regular updates, report of activities and expenditures, and new details or funding received from the CCCCCO will be managed through the Consortium steering committee. The College and Hart District will collect and monitor data on student outcomes, determine progress on goals, and accept and produce new data to better assess the target population of the Consortium. Additionally, the Consortium will evaluate its AEBG plan using an evaluation model for collaborative research that prompts improvement and ensures all projects have an evaluation model using an online tool. The CIPP (context-input-process-product) model components are intended to answer four questions that correspond to each of the CIPP core parts: 1) What needs to be done? (context), 2) How should it be done? (input), 3) Is it being done? (process) and 4) Did it succeed? (product). We will also build Kirkpatrick’s evaluation approach into the model by looking at attitudinal reactions to the projects, acquisition of knowledge or skills resulting from the projects, changes in instructional practices/strategies, and impact on student success. Evidence will be documented and reported out through the Consortium steering committee. Ongoing data collection and analysis will drive the activities and funding rubric developed by the Consortium steering committee.

Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box: