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 – 056

1.2 Consortium Name:

Santa Monica Regional Consortium

1.3 Primary Contact Name:

Dr. Ellen Edeburn and Dawn Murphy

1.4 Primary Contact Email:

eedeburn@smmusd.org and murphy_dawn@smc.edu

If applicable:

1.5 Fiscal Agent Name:

SMMUSD – Janece Maez, CFO

1.6 Fiscal Agent Email:

jmaez@smmusd.org

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
Santa Monica College	Erica Leblanc	310-434-4227	Leblanc_Erica@smc.edu	07/01/2015
Santa Monica-Malibu Unified School District	Ellen Edeburn	310-450-8338	Eedeburn@smmusd.org	07/01/2015

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

Consortia Report on Governance Compliance of Rules and Procedures

Consortium Name:

Santa Monica Regional Consortium

Planning Grant Fiscal Agent Name (for tracking purposes only):

Santa Monica Malibu United School District

Consortium Point Person (or person submitting this document):

Name:

Dawn Murphy

Consortium Role:

Co-Project Director

E-Mail:

murphy_dawn@smc.edu

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

> Yes, the two members of the Santa Monica Adult Education Regional Consortium consisting of a single community college district and a single school district located within the boundaries of the adult education region have been allowed to join the consortium as a member.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

> All members have committed to reporting any funds available for the purpose of adult education. Consortium members will report and evaluate per required AEBG workbook. Additionally, fiscal and/or budget reporting will be included on each governing board

meeting agenda. The Consortium members will report the use of funds in a single report, however, delineating individual member expenditure in separate tables within that report for the governing board.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

The members of the consortium, Santa Monica Community College District (SMC) and Santa Monica-Malibu Unified School District (SMMUSD), have designated positions within their organizations to serve as consortium governing board representatives. These are the Dean Noncredit/External Program representing the Santa Monica Community College District and the Director, Secondary Curriculum and Instruction representing the Santa Monica-Malibu United School District. Additionally, although not part of the governing board, AEBG efforts will be supported by dedicated Project Manager/Coordinators within the respective member organizations who facilitate plan implementation activities and are funded from each member's allocation.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

In order for consortium decisions to be made, both consortium members must be present and represented by their designated official.

5. What will be the relative voting power of each member?
    e.g. 1 member = 1 vote
    e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)
    e.g. Other (e.g., votes proportionate to adult students served)

1 member = 1 vote

A neutral third-party representative approved by the governing board will be selected and mutually agreed upon to participate in the consensus process and to participate in voting if an impasse is reached.

6. How will decisions be approved?

> **e.g. by majority vote of 51%, or 50% +1 vote, or ⅔ of votes**
> **e.g. by consensus**

> Decisions will be approved by consensus. Should consensus not be reached, the consortium governing board will use a majority vote including the neutral third party representative.

7. How did you arrive at that decision-making model?

> Consensus has been utilized as a means for decision-making during the AB86 Planning Grant period. This process has functioned well. The consortium will add a neutral third-party to the governing board structure.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

> All meetings of the consortium shall be open to the public and conducted in accordance with the Ralph Brown Act. All actions required by the Adult Education Block Grant shall be taken at the meetings. An agenda shall be distributed to the consortium membership and posted on the Santa Monica Adult Education Regional Consortium Website. The Co-Project Directors shall cooperatively prepare an agenda for each meeting of the consortium. The primary role of preparation is determined by the location of the meeting. Any member of the consortium may call the Co-Project Directors or Governing Board members and request an item to be placed on the agenda no later than one week before the meeting of the consortium.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

> All meetings of the consortium shall be open to the public and conducted in accordance with the Ralph Brown Act and any additional requirements specified in the Santa Monica Community College District or Santa Monica-Malibu Unified School District board policies

10. Describe how comments submitted by members of the public will be distributed publicly.

Minutes of the meetings (including public comments) will be posted on the consortium website.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

A resource list of interested entities in the region will be used to create a notification and solicitation mailing list. This list will be updated on a regular basis in order to ensure accuracy and currency of contact information. Notifications of governing board actions and considerations will be distributed via e-mail to these interested entities. This list will be maintained by the consortium.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

Members of the consortium will utilize the three-year Santa Monica Regional Consortium AB 104 Regional Final Comprehensive Plan to decide priorities and process for achieving stated objectives. Pursuant to Section 84913, distribution will align with the seven programs of instruction. Members will meet, discuss, and determine according to consensus as described above.

**13. Has the consortium A) designated a member to serve as the fund administrator to receive and
distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?**

The consortium has chosen A) designated a member to serve as the fund administrator to receive and distribute funds from the program.

14. How will members join, leave, or be dismissed from the consortium?

The consortium is made up of a single community college district and a single school district. Therefore for one member to leave would mean the dissolution of the consortium.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?
   (Please provide a link)

Santa Monica Regional Consortium Memorandum of Understanding (MOU)
https://www.dropbox.com/s/gwo7jl61ohtd7r4/ab104%20%20Signed%20MOU%202015%202016.pdf?dl=0

Consortium Member Signature Block

Name:

> Ellen Edeburn

Consortia Member:
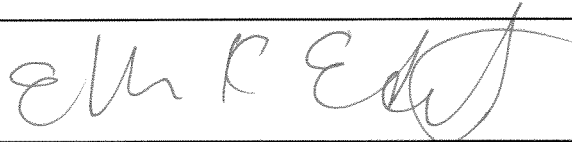
> Santa Monica Malibu Unified School District

Email:

> eedeburn@smmusd.org

Date:

> 10/30/15

Signature Box:

> *(signature)*

Name:

> Erica LeBlanc

Consortia Member:

> Santa Monica College

Email:

> leblanc_erica@smc.edu

Date:

> 10/30/15

Signature Box:

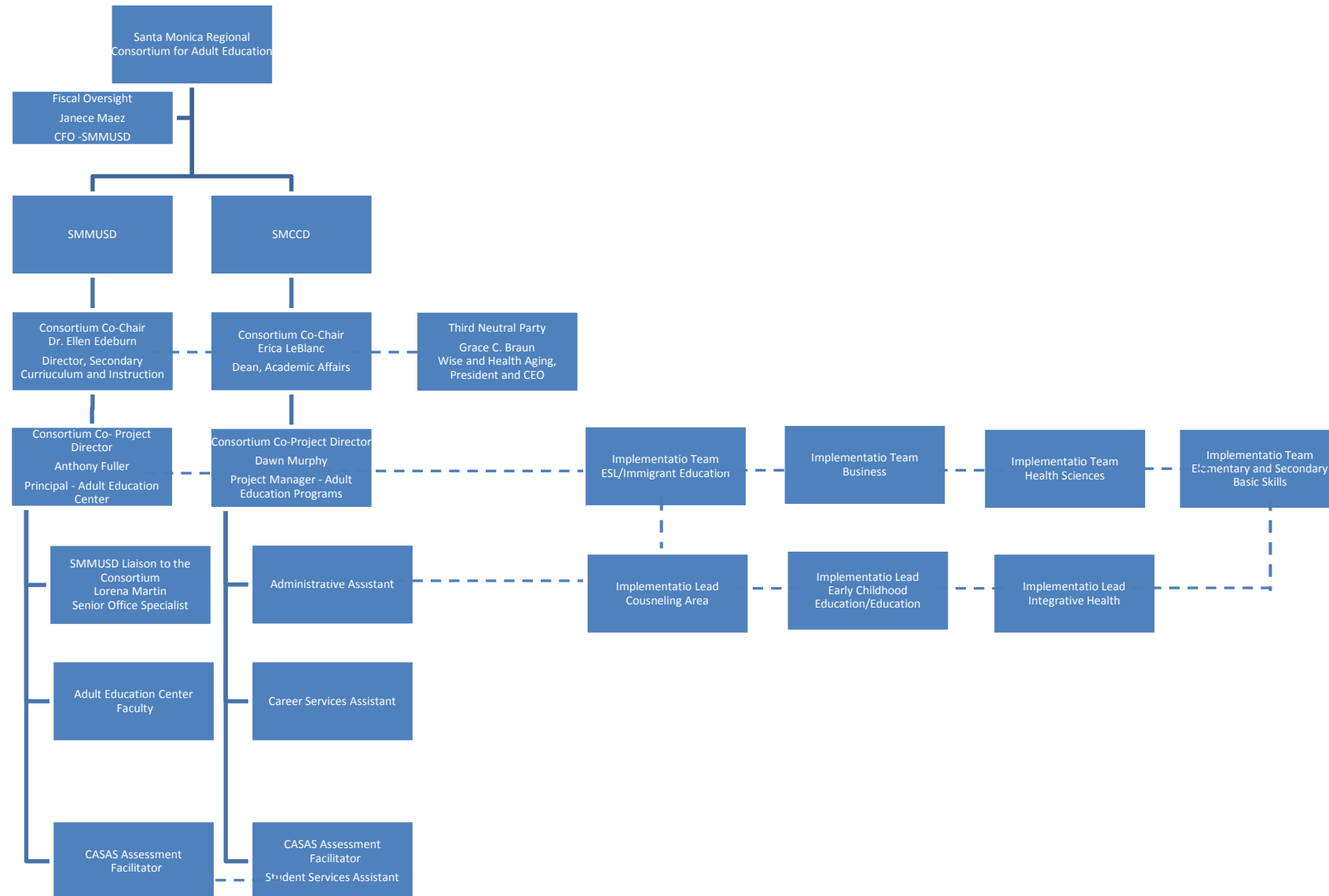> *(signature)*

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.

Santa Monica Regional Consortium for Adult Education Organizational Chart

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

Consortium Member Oversight of individual budget and expenditure

Each member of the Consortium has designated personnel who will provide budgetary planning and expenditure oversight. SMMUSD provides this planning and oversight primarily through the collaboration between the SMMUSD Co-Project Manager, Principal of the Adult School, and the SMMUSD Co-Chair, along with the oversight of the SMMUSD Fiscal Director, and the District's Fiscal Department. SMC provides this planning and oversight through close coordination between the Co-Project Director/Project Manager and fiscal services at the college represented an accountant specializing in grants accounting. Both personnel the SMMUSD Co-Chair and the SMC Co-Project Director work closely with Fiscal Services and Implementation Teams in order to provide project progress monitoring and fiscal expenditure oversight. Expenditures are cataloged through the respective member fiscal services offices and the SMMUSD Co-Chair and SMC Co-Project Director verifies accuracy while also monitoring budget conformity vs. shortfalls/overruns.

Monthly Consortium Meeting Fiscal Reports

Fiscal and/or budget reporting will be included at each governing board meeting. The Consortium members will report the use of funds in a single report, however, delineating individual member expenditure in separate tables within that report for the governing board's edification.

Rollup

The consortium has chosen Santa Monica-Malibu Unified School District to serve as the fund administrator to receive and distribute funds from the program. Monthly reporting described above will be used in the roll up process. Expenditures and hence invoices will be developed as a result of the monthly reports. This information will then be provided to the fund administrator for roll up.

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.**

In order to achieve the vision set forth through the AB86 planning stage and AB104 legislation the Santa Monica Regional Consortium for Adult Education embarked on an aggressive implementation plan for the program year 2015-2016. Although implementation addressed each objective as outlined, clear priorities were established for the launch of the consortiums efforts. The first priority for implementation can be seen in the growth of the consortium footprint in the community. Program growth and expansion at both consortium member institutions enabled the regional system of Adult Education to gain necessary visibility and garner a larger pool of potential student in pre-existing course offerings and in order to establish a strong enrollment for new CTE and Workforce Preparation programming. As a result the consortium grew in its offerings and its capacity to implement a full and robust, seamless regional Adult Education system. The Consortium enhanced and expanded existing adult education programing through the addition of targeted services and increased course offerings. The application of alignment and acceleration strategies and a concerted effort of extending current data collection and sharing capacity increased the ability of adult learners to fully access and leverage not only the educational services available through consortium members, but also to leverage community resources towards achievement of educational and job attainment goals. The consortium's aggressive new course and program development in the area of Short-Term Career Technical Education and Workforce Preparation served to open the way for previously unavailable career pathways.

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 <u>should not</u> include those expenses.

> Each member of the Santa Monica Regional Consortium has disclosed all sources of funding. The Member Allocation Workbook Table 3.1 details sources of funding for each member.

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.

> Each member of the Santa Monica Regional Consortium has disclosed all sources of funding. The Member Allocation Workbook Table 3.2 details sources of funding for each member.

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:

The integration and creation of seamless transitions for student moving into postsecondary education or the workforce will be supported through a four pronged approach of joint evaluation and retooling of existing program to meet changing needs, research into growing and high demand career fields with entry level paths attainable for adult education learners, piloting and launch of new programs and services, and connection through and between adult center offerings/noncredit courses and programs to industry advisory partners. Mapping of programmatic features completed in the planning phase serve as the baseline for which the approached is based.

The work associated with ongoing efforts of integration and seamless transition will be completed through implementation teams establish around themes such as curricular areas of expertise and/or service collaboration or cooperation needs. For example during the 2015-16 program year seven thematic teams which will function primarily through cooperative means to develop new programs and ensure pathway alignment through the entire system of adult education offerings in the region. Additionally a collaborative effort centered around assessment and data sharing mechanisms has been formed which will grapple with the technical necessities of creating not only a shared database, but joint repository for consortium information and programming. This share database/repository will take the form of a website with a secure area for consortium members to access not only a location student educational planning data and materials, but also a data bank collecting and aggregating outcomes and progress indicators,

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 SMMUSD Adult Education Center is a WIOA grant participant. As a grant requirement, the adult school continues to use CASAS tests (paper and pencil) for appraisal, placement, and assessment of all adult students. Santa Monica College's Adult Education Program is also a WIOA grant participant utilizing CASAS tests (paper and pencil) for appraisal, suggested placement, and post testing of all ESL Noncredit students. As grant recipients, CASAS materials and access to the TOPSpro program are free of charge. The SMMUSD adult school uses Administrative Software Applications Program (ASAP) software for attendance collection and reporting purposes. By using ASAP, the adult school has the ability to export student demographic data and attendance data into TOPSpro to assist in better tracking of adult students. The SMC Adult Education Programs use a homegrown database system, ISIS. Instructional faculty, administrators, and classified personnel utilize this system for capturing, tracking, and reporting student demographics and logging positive attendance. The data is then transferred and/or mapped into the TOPSpro online database. Program personnel can then query and analyze aggregated data through the TOPSpro online system.

To facilitate movement among the two schools, consortium pathway alignment includes the possibility of aligning English as a Second Level (ESL) classes to National Reporting System (NRS) levels. By doing so, a student taking a CASAS test at the adult school and placing at an intermediate level would be able to be considered an ESL intermediate student at both agencies. It has also been recommended that an ESL counselor position be created at the adult school to assist ESL students with level completion/advancement and program transition. ESL counselors at both schools will work together to maintain pathway alignment and to create new pathways as programs are developed.

To encourage and support student movement in the area of Adult Secondary Education (ASE) adult school curriculum in the subject areas of English and Math are being revised to be aligned to the California Common Core Standards. Students completing revised curriculum in these areas will be better prepared for the workforce and postsecondary education entry at college level. NRS levels for ABE and ASE are available for adult school students and can be used as a guide in pathway and program development.

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?

Both the SMMUSD-Adult Education Center and the SMC-Adult Education Programs use CASAS tests (paper and pencil) for appraisal, placement/suggested placement and assessment of all adult students. The adult school uses Administrative Software Applications Program (ASAP) software for student enrollment, demographic data collection, and attendance reporting purposes. By using ASAP, the adult school has the ability to export student enrollment, demographics and attendance data into TOPSpro to assist in better tracking of adult students. The SMC Adult Education Programs use a homegrown database system, ISIS. Instructional faculty, administrators, and classified personnel utilize this system for capturing, tracking, and reporting student demographics and logging positive attendance. The data is then transferred and/or mapped into the TOPSpro online database. Program personnel can then query and analyze aggregated data through the TOPSpro online system.

Students at both member institutions are monitored for progress and performance by taking a post-test after the required attendance hours have been completed. Instructors assist students in completing student update forms (CASAS Update Record) at the end of each trimester and summer session. Each student has the opportunity to report all Learner Results through this manner. Both consortium members also participate in EL Civics Objectives and complete Core Performance Follow-up Surveys to survey for goal attainment. ESL students are surveyed in the spring to select the following years EL Civics objectives.

Student level advancement/completion is monitored through the use of TOPSpro reports. Specifically, the Student Gains (NEW) report is used to monitor student English Functioning Level (EFL) completion and (EFL) level advancement. The Student Test Summary report is used to monitor student participation in EL Civics and Citizenship additional assessments. These reports are generated and distributed to instructors on a monthly basis. Instructors are asked to share with students and acknowledge improvement in any area.

Target program outcomes may be met through the use of student assessment tracking software already available to both members of the consortium. Reports listing EFL completion/advancement and student persistence will be useful in assisting program development and pathway alignment.

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)

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
Pathway planning and mapping from the SMMUSD Adult Ed Center through to Associate Degree attainment in 5 CTE career fields	Beginning Winter 2016 and staggered initiation and implementation team work groups through to Spring 2017	SMMUSD

SMC | Development of 5 pathways applicable to associate degree attainment | Number of completed pathways documents and materials |
| **Development and use of joint educational planning materials** | Beginning Winter 2016 and concluding Summer 2016 | SMMUSD

SMC | Hardcopy materials for use in counseling and referral between consortium member institutions | Number of students initiating transition between institutions |
| **Identification of exit/entry skills in ESL** | Beginning Winter 2016 and concluding Summer 2016 | SMMUSD

SMC | Catalog of offerings with associated exit/entry skills | Improved success in course placement indicated by accelerated progress through courses |

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
Development of SEP format	Winter 2016- Spring 2016	SMMUSD	Hardcopy SEP document for use with students	Number of students completing SEPs
Survey of student goals and career field interest and analysis of priority Workforce preparation needs	Spring 2016	SMMUSD SMC	Two to three prioritized workforce preparation areas for course/program development	Number of students participating in survey
Establishment of impacted ESL Classes	Fall 2016	SMC	Three additional sections offered for impacted courses	Increase in numbers served
Development of S/T CTE classes in high job growth/demand industries	Winter 2016 to Fall 2016	SMC	Establishment of courses approved through college curriculum committee and submitted to Chancellor's Office for approval	Establishment of courses
Development of Career Advising and placement processes	Summer 2016 to Fall 2016	SMC	Policies and procedures for access and services to be provided by Career Advisor	Numbers of students receiving advising

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.

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 policies, procedures, and guidelines for enrollment including management of a waitlist	Winter 2016 to Summer 2016	SMMUSD SMC	Policies, procedures, and guidelines handbooks	Reduction in complaints and time needed for enrollment
Increase counselor accessibility	Winter 2016	SMMUSD	Increase of hours for counseling	Number of students receiving counseling services
Establishment of comprehensive counseling services	Winter 2016 to Summer 2016	SMMUSD SMC	Documented process for orientation, educational planning, and follow up of at-risk students	Accelerated progression through courses sequences and increased retention
Hiring of a Career Services Advisor	Summer 2016	SMC	Hired Career Advisor	Successful hiring
Establishment of Career Services Advising Services	Summer 2016 to Fall 2016	SM	Documented process for advising and employment referral for students	Number of student seeking Career Advisement
Hybrid models of learning such as APEX	Winter 2016 to Fall 2016	SMMUSD	Availability of APEX to students	Number of student accessing APEX
Contextualized coursework	Winter 2016 to Fall 2016	SMMUSD SMC	Completed Course Outlines and/or plans for contextualization	Number of created or revised course offerings
Computer adaptive models of instruction	Winter 2016 to Fall 2016	SMMUSD	Models available for student use	Number of students utilizing models

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.

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
Database integration and use	Fall 2016	SMC SMMUSD	Competent database users	Frequency of technical assistance requests and level of database utilization
Pedagogy/Andragogy	Spring 2016	SMC SMMUSD	Instructional approach changes consist with theory	Student success and progression in individual course impacted
Growth Mindset approaches	Winter 2016	SMC SMMUSD	Methods of communication changes in instructional practice	Student success and progression in individual course impacted
Compression Planning Training	Spring 2016	SMC	Timely process and submission of complex plans	Improved meeting productivity
Noncredit Curriculum Development Methology	Spring 2015	SMC	Completed comprehensive and approved new noncredit curriculum	Number of COR passing curriculum meeting approval

4.5 - **Objective 7:** <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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.

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
Establishment of linkages to industry advisory boards	Industry Employer groups	-CTE and/or instructional department leads -Industry leader participation -Program development -Curriculum advisement -Instructors	All	Winter 2016-Fall 2016	-Industry supported curriculum -Industry involvement in instruction	-Completed course outlines of record -Creation of advisory boards or participation in existing advisory boards
Leveraging existing assets and structures	County Social Services	-Staff -Program Development -Student support services	All	Winter 2016-Fall 2016	-Increased student referrals -Increased student retention	-Interviews, surveys of students -Number of referrals -Number of completers after indication of need for additional assistance
Linkages to job placement services	One Stop Career Centers	-Staff -Data -Recruitment of students -Placement of students in employment	All	Winter 2016-Fall 2016	-Improved job placement and job advancement rates	-Number of job placements -Survey of students reporting improved employment or advancement in employment

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.

> Each member of the Santa Monica Regional Consortium has provided an estimate of the budge the Consortium member plans to expend in order to carry out the activities relevant to each Objective. The Member Allocation Workbook, Table 5.1 provides planned budget expenditures for each member.

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.

> Each member of the Santa Monica Regional Consortium has completed the Performance Measures workbook Table 6.1 which provides performance outcomes targeted estimates for each member.

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.

Each member of the Santa Monica Regional Consortium has completed the Performance Measures workbook Table 6.2 which provides performance outcomes targeted estimates for each member.

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.

The Santa Monica Regional Consortium has no extenuating circumstances to describe.

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)

The Santa Monica Regional Consortium has no additional measures to report.

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)

The Santa Monica Regional Consortium will continue a long tradition between the institutions of shared accountability and tracking associated with the implementation of activities as well as the monitoring of consortium expenditures. The Consortium will conduct its business consistent with the policies and procedures required of AEBG recipients, the Governance Template, and the districts to which each member belongs. The Consortium will measure the effectiveness of its efforts through quantitative, qualitative, and summative methods. Additionally, any progress metrics established through the state will be utilized in evaluating the Consortium's progress towards stated goals.

Section 7: Consortium Member Signature Block

Name: Ellen Edeburn

Consortium Member: Santa Monica Malibu Unified School District

Email: eedeburn@smmusd.org

Date: 11/18/15

Signature Box: *[signature: Ellen Edef]*

Name: Erica LeBlanc

Consortium Member: Santa Monica College

Email: leblanc_erica@smc.edu

Date: 11/18/15

Signature Box: *[signature]*