



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

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

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-058

1.2 Consortium Name:

Shasta-Tehama-Trinity Adult Education Consortium\*

1.3 Primary Contact Name:

Kate Mahar

1.4 Primary Contact Email:

Kmahar@shastacollege.edu

If applicable:

1.5 Fiscal Agent Name:

Shasta College

1.6 Fiscal Agent Email:

jault@shastacollege.edu

- Also known as the Northern California Adult Education Regional Consortium

**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
Anderson Union High School District	Tim Azevedo	530-378-0568	<a href="mailto:tazevedo@auhsd.net">tazevedo@auhsd.net</a>	10-20-15
Corning Union High School District	John Burch	530-824-7400	<a href="mailto:jburch@corninghs.org">jburch@corninghs.org</a>	9-17-15
Gateway Unified School District	James Harrell	530-245-7900	<a href="mailto:jharrell@gwusd.org">jharrell@gwusd.org</a>	9-16-15
Los Molinos Unified School District	Charles Ward	530-384-7826	<a href="mailto:cward@lmusd.net">cward@lmusd.net</a>	10-00-15
Red Bluff Joint Unified HS District	Todd Brose	530-529-8705	<a href="mailto:tbrose@rbuhsd.k12.ca.us">tbrose@rbuhsd.k12.ca.us</a>	9-16-15
Shasta College	Joe Wyse	530-242-7510	<a href="mailto:jwyse@shastacollege.edu">jwyse@shastacollege.edu</a>	9-09-15
Shasta County Office of Education	Mary Lord	530-225-0244	<a href="mailto:mlord@shastacoe.org">mlord@shastacoe.org</a>	Pending Nov, 2015
Shasta Union High School District	Jim Cloney	530-241-3261	<a href="mailto:jcloney@suhsd.net">jcloney@suhsd.net</a>	9-08-15
Southern Trinity Joint Unified School District	Peggy Canale	707-574-6237	<a href="mailto:pcanale@stjusd.org">pcanale@stjusd.org</a>	9-15-15
Tehama County Department of Education	Rich DuVarney	530-527-5811	<a href="mailto:rduvarney@tehamaschools.org">rduvarney@tehamaschools.org</a>	9-00-15
Trinity Alps Unified School District	Tom Barnett	530-623-6104	<a href="mailto:tbarnett@tausd.org">tbarnett@tausd.org</a>	Pending Nov, 2015
Trinity County Office of Education	Bettina Blackwell	530-623-2861	<a href="mailto:bblackwell@tcoek12.org">bblackwell@tcoek12.org</a>	9-17-15

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

The Shasta-Tehama-Trinity Northern California Adult Education Consortium is governed by 12 high school, community college and county office of education members throughout our three-county region. In accordance with AB 104, all specified organizations within the boundaries of the region have been encouraged to join the Northern California Consortium as members; even those not currently receiving adult education dollars.

Members have committed to reporting any funds available to that member for the purposes of educating adults as specified in the AEBG. Shasta College has been designated as the fiscal agent and will report and certify funding sources and expenditures. The membership will

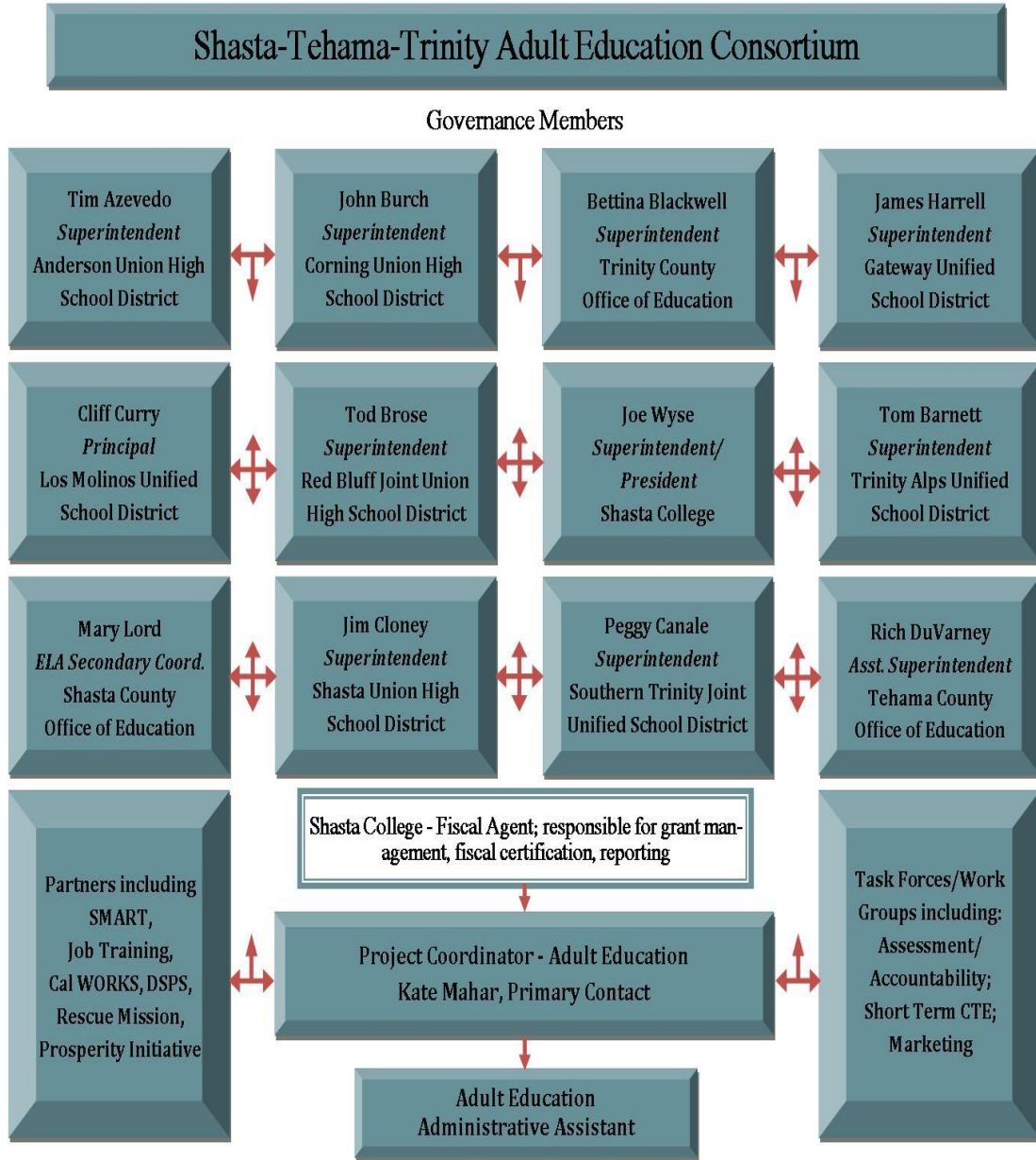
continue to develop an evaluation protocol as we receive additional guidance from the state of California.

The governing board of each eligible member has officially designated each individual that will represent that member on the Adult Education Consortium. As fiscal agent, Shasta College has required that each member submit documentation of the official delegation. Each official member will also be able to identify one proxy that can take the place of the official delegate when certain situations arise. However, each institutional member will be limited to one vote per member.

The Shasta/Tehama/Trinity Adult Education Consortium will follow open meeting guidelines and meeting times/locations, agendas and previous minutes will be made available to members, partners and the public. Members can attend meetings face to face and (with appropriate notice) through an ITV or electronic format. Each member can have an official proxy (approved by membership institution) on occasion where the primary member cannot attend. Meeting procedures including chairs/co-chairs, agendas, motions, discussions, voting etc. will follow standardized parliamentary procedures as established by the consortium governing board.

Decisions will be approved by a simple majority (50% plus 1) of the official membership no matter how many people are at the meeting. If more than 50% of the membership is not at the meetings, decisions will be postponed until a simple majority is present.

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.



This organizational chart will also be included as an attachment to this submission.

**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 Shasta-Tehama-Trinity consortium will be using Shasta College as their single fiscal manager. This decision was voted on unanimously by the member organizations. With a multiple county region, Shasta College is the only stakeholder with direct involvement within each county. They also have the capacity to administer and track multi-faceted projects like the AEBG. The AEBG Program Coordinator is currently Kate Mahar.

Upon completion of this plan, a new coordinator will be hired to assume all duties related to the leadership and accountability of the AEBG. This position will be hired by Shasta College (with input by the members) to facilitate on-going meetings, partnership development, and community involvement, and to ensure that governance meetings follow relevant open meeting laws. Notification will be given to the state upon completion of the search process.

Operating budgets and expenditures will be approved in a public format. The Coordinator will work with the AEBG Governance Team to identify and document all funding streams as identified by AEBG/AB 104 statute. Jill Ault, the Comptroller for Shasta College, will certify grant expenditures. Shasta College will ensure that all expenditures and activities are carried out in accordance with AEBG legislation and requirements.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the 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 Northern California Adult Education Planning Consortium is working together to create seamless education and career pathways for adult learners in northern California. Through integrated academic programs, partnerships, increased communication, shared assessments, expansion of holistic support services and comprehensive joint professional development opportunities, the Northern California Consortium will execute an exemplary model for increasing the access and success of all adults seeking increased opportunities through education. The consortium recognizes that the academic and career success of adult learners will not only impact the lives of the individual learner, but the health, economic growth and vitality of our entire region.

The Shasta-Tehama-Trinity Northern California Adult Education Consortium is governed by 12 high school, community college and county office of education members throughout our three county region. In accordance with AB 104, all specified organizations within the boundaries of the region have been encouraged to join the Northern California Regional Consortium as members. Shasta College has been chosen to serve as the fiscal agent for the AEBG, but to promote collaboration and ensure equitable representation, all members have equal vote on decisions made by the consortium.

A significant majority of the Shasta-Tehama-Trinity Consortium's membership has been actively involved with the AB 86 planning process. Additional members have joined the consortium since the announcement of the Adult Education Block Grant. However, there are some institutions that we would like to further engage over the rest of this year. In addition, our partners have been instrumental to the process and play a crucial role in providing adults with the academic and career ladder opportunities that are central to the goals of AEBG. By the end of 2015-2015, the Consortium will have full involvement by all members and key partners will be engaged to full capacity. This will be evident by monthly governance meetings that are well attended by all stakeholders involved in serving adults in northern California. Task forces organized around topics specified in our three-year plan will also be flourishing.

In addition to expanded participation, by the end of 2015-2016, we will have completed the AEBG web page including the interactive portal that will connect adults with services and provide vital information for service providers linking adults to educational and career opportunities. This webpage/portal will be widely known in the north state through

marketing efforts and community forums. The AEBG webpage will also serve as the vehicle for posting public meetings, reaching out to community, gathering feedback and reporting out on the progress of the Northern California Adult Education Consortium. Traffic to the webpage will be monitored to ensure that it is being used effectively and by our target populations.

An additional goal for this year is the identification of a common assessment that can be shared among adult education partners. We will also have created a “cross-walk” of current assessments that identify correlations between tools so that adults will not have to be over-assessed before receiving services. Currently, Shasta College has offered to be a pilot school for the new California Community College common assessment. We feel this assessment has promise because of its portability, and because it provides a strong diagnostic regarding the strengths and gaps of each adult learner. The challenge will be the timing on the release of this assessment as it is still being developed.

The “cross-walk” will be a tool for service providers to better understand the meaning behind a multitude of separate assessments that are currently being used in the north state. We will provide training to academic counselors and service providers on how to interpret these assessments until a common protocol is reached.

A strong focus of this year is to build capacity in our adult education programs and/or to share and expand best practices that currently exist in different pockets throughout the north state. By the end of this year, we will have much stronger programs which will also include solidified accountability measures and benchmarked goals to track overall progress and outcomes for the adult learners in our service area.

By the end of 2015-2016, the Northern California Adult Education Consortium will have an AEBG Program Coordinator in place that ensures effective grant management and active participation by all members and partners. He/she will also have identified 3 “AEBG Navigators” (one per county) that will be hosted by different fiscal agents/partners as appropriate to each county. These navigators will help adults access services and assist them as they transition from one service to the next and as they progress through seamless educational and career pathways in the three county region.

### Section 3: Consortium Services and Funding Allocations

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

**3.2 The 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.**

The excel sheets identifying the types of services our Consortium will provide, and the funding that will go to support these efforts is attached. Please note, the Northern California Adult Education Consortium is still considering how to distribute their consortia allocation. Because of the size and dynamics of the region, the membership has decided to share resources, including staffing, where appropriate. Priorities, activities and allocations have been discussed, but the partners that will house staff members is still under review. Consequently, all consortia funds have been documented under Shasta College at this juncture. This will be adjusted at the January public meeting of the Consortium.

In addition, 3 of our 12 members currently do not receive funding from any adult education source. Spreadsheets for these partners were not included with this submission.

## 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.

The Northern California Adult Education Consortium has worked collectively to increase educational opportunities for adults and to create seamless transitions to postsecondary opportunities and/or the work place. Unfortunately, due to the decline of adult education funding over the last several years, many of our high school districts have had to suspend or significantly diminish their adult education offerings. A key goal for 2015-2016 will be to re-build those programs at our high schools and strengthen the capacity of our membership to offer strong adult education options in accordance with AB 104.



This will be accomplished through:

- 1.) Sharing effective models for replication in other parts of the region (i.e. Gateway to College, Corning Adult School; GED/ESL/Citizenship joint offerings at Shasta College Tehama Campus);
- 2.) Sharing staff between sites to increase capacity at all high schools districts (i.e. Shasta Unified High School to share staff with other districts in Shasta County); and,
- 3.) Increasing transportation and/or distance education options so that students can access programs that are already flourishing (increase bussing options so that Los Molinos students can access programs at Corning and or Tehama County Office of Education).

As we strengthen our offerings, we will also work at ensuring alignment and ease of transition between academic segments. This will be accomplished through curriculum alignment efforts and the hiring of AEBG Navigators that will be placed in each county. These navigators will work with partners and the adults that we serve to ensure awareness about all educational/employment opportunities and to support the “warm hand-off” from one program to the next.

Other areas of focus during year one includes:

- Creation of a program at Shasta College that is specifically targeted for working adults through accelerated programs and alternative schedules (nights and weekends) with access to childcare.
- Expanding ESL offerings in remote areas of the region through shared staffing and the leveraging of course costs.
- Revamping of the Foundational Skills programs at Shasta College so that adults can get through the basic skills sequence and into credit bearing courses more effectively and in a shorter amount of time.
- Supporting the development and expansion of SCAN (the Shasta County Access

Network) that links educational programs, non-profits and government agencies to better serve adults with disabilities. The SCAN network is a promising practice and we would like to see that scaled to all of our participating counties.

- Expanding short-term CTE offerings that are fully integrated with local industry needs and will include the employment and “soft skills” that are required to link adults with living wage jobs. Conversations will also include how to infuse foundational skill development into these short-term CTE certificate programs and the creation of non-credit CTE programs through the college.

**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 Shasta-Tehama-Trinity Northern California Adult Education Consortium is committed to creating a regional plan for assessment that will guide programming and ensure accountability for AEBG and the adults that we serve. All members have agreed to data sharing for purposes of adult education and our partnership with Cal PASS Plus will allow us to track outcomes and intersegmental progress.

The north state does not have a common system for assessing the educational needs of adults. In fact, a review by our partners indicated that there are ten different adult education assessments in our three-county region. This problem is compounded by the highly transitional nature of the north state population. There is a need for shared assessment and tracking tools that can transfer information from one program to another. Common tools, including a shared transcript, will also support adults as they move within the region and further support seamless progression through the educational pathways.

Shasta College has offered to serve as a pilot for the California Community College common assessment. This has the potential to provide a shared resource for all adult programs with the advantages of having a strong diagnostic and the ability to be portable to other educational entities. In addition, there is currently a promising practice used in Tehama County called the ACT National Career Readiness Certificate to assess adult learners. This

diagnostic also includes a survey of career readiness skills. ACT services are evidenced-based and have legitimacy in both the employment and educational communities, and could be an answer in our region.

Our current goal is to develop one system of assessment for adults. If that is not possible, we will create a tool that “crosswalks” existing assessments. This puts the responsibility to understand the assessment on the service provider instead of requiring that adults be over-assessed as they transition towards their academic goals. Our AEBG webpage/portal will also be used to share information on the adults we are serving as they transition between programs.

Exploring the options available and finalizing a Regional Assessment Plan for AEBG is a goal of Year 1.

**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?

All members of the Northern California Adult Education Consortium have agreed to data sharing for purposes of adult education. This will include student demographics, enrollment, student/classroom level indicators and educational outcomes. The AEBG Coordinator will work with each site to collect these data.

The Shasta College Research Office will aggregate those data and share findings.

By June 2016, the Governance Committee will finalize a consortium level report connecting AEBG agencies within consortia and reporting aggregated outcomes. We will attempt to use existing internal systems; however, if this is not sufficient we will work with other adult education consortia and our WIOA partners to explore other options.

**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
<b>Expand holistic student support services</b>	Immediate goal – by June 2016	Members and partners	Increased enrollment	Data; survey results
<b>Complete Marketing/Communication plan</b>	Immediate goal - by June 2016	Marketing committee	Active AEBG website/portal	Traffic to webpage; enrollments
<b>Expansion of Distance Education and on-line accessibility</b>	Immediate goal - by June 2016	Members and partners	Increased offerings	Data on enrollment
<b>Increase GED Testing sites and post-testing counseling</b>	Immediate goal -by June 2016	Members and partners	New centers and increased transitions	Data on GED tests offered & enrollment in next segment
<b>Create Common/Shared Assessments</b>	Immediate goal - by June 2016	Assessment Task Force	Creation of transferable assessment system	AEBG report with shared data points

**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
<b>Expand/replicate best practices</b>	Immediate goal – by June 2016	Members and partners	Increased enrollment and outcomes	Data; survey results
<b>Address lack of transition support between segments</b>	Immediate goal - by June 2016	Members and partners	Increased transitions, retention in pathways	Data; survey results
<b>Expand partnerships with WIA providers; expand wrap around services</b>	Immediate goal - by June 2016	Members and partners	Increased enrollment and outcomes	Data; survey results
<b>Complete AEBG Webpage/ portal to increase awareness of offerings</b>	Immediate goal -by June 2016	Marketing Committee	Active AEBG website/portal	Traffic to webpage; enrollments
<b>Develop short-term CTE programs</b>	Immediate goal - by June 2016	CTE Task Force	Increased enrollment and outcomes	Data; survey results
<b>Create accelerated program for adult learners at Shasta College</b>	Offering courses by Fall 2016	Members and partners	Increased enrollment and outcomes	Data; survey results

**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
<b>Joint Professional Development</b>	June 31, 2016	Members, partners and practitioners including teachers/faculty	Shared learning and practices; learning from other successful models	Pre-post assessment; student outcomes
<b>Student and Course integration and/or Articulation across counties/programs</b>	June 31, 2016	Members, partners and practitioners including teachers/faculty	Ease of transition between pathways	Completion of degree; documented pathways
<b>Shared assessment for transition between programs</b>	June 31, 2016	Assessment Task Force	Shared assessment tool; reduced time to completion	Implementation of updated tools; shared data systems, common matrixes
<b>Restructuring of Shasta College Foundational Skills courses/programs</b>	August, 2016	Members, partners and practitioners including faculty	New course offerings; lessened time to degree	Availability of additional courses; restructured offerings

**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
<b>Technology including distance learning, computer center for adults, on-line, blended learning and hybrid courses</b>	Immediate goal – by June 2016	Members, partners and practitioners including teachers/faculty	Increased enrollment and completion rates	Data; survey results
<b>Academic Readiness and success strategies</b>	Immediate goal - by June 2016	Members, partners and practitioners including teachers/faculty	Increased enrollment and completion rates	Data; survey results
<b>Instructional Best Practices i.e. Accelerated Learning</b>	Immediate goal - by June 2016	Members, partners and practitioners including teachers/faculty	Increased enrollment and completion rates	Data; survey results
<b>Cultural Competency</b>	Immediate goal -by June 2016	Members, partners and practitioners including teachers/faculty	Increased enrollment and completion rates	Data; survey results
<b>Common Assessment/Cross walked Assessments</b>	Immediate goal - by June 2016	Members, partners and practitioners including teachers/faculty	Increased enrollment and completion rates; less frustration for adult learners	Data; 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.

**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
<b>Outreach</b>	Expect More Tehama; Reach Higher Shasta;	Networking	Coordinator – members and partners	On-going	Adult learners and service providers	Enrollment
<b>Provision of holistic support or wrap around services</b>	SMART; Job Training; Public Health; County Services Cal Works	Additional support for adult learners	Coordinator – members and partners	On-going	Adult learners	Persistence
<b>Development of Short Term CTE</b>	Employment Development Department  SMART  Tehama Job Training Center	CTE task force; labor market information	Coordinator – members and partners	On-going	Adult learners and employers	Enrollment; placement

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
<b>Support with transitions between segments</b>	College OPTIONS; SSSP Staff at Shasta College	Counseling support for adult learners	Coordinator – members and partners	On-going	Adult learners	Enrollment
<b>Incentives to employers to hire returning adults</b>	Cal Works	Partner to increase employability options for adults	Coordinator – members and partners	On-going	Adults seeking employment	Placements
<b>Better understanding of outcome measures and placement</b>	Employment Development Department SMART  Tehama Job Training Center	Inform assessments and accountability plan	Coordinator – members and partners	On-going	Support staff	Common assessment and Benchmarks
<b>ABE/GED/ESL offerings in accessible locations</b>	Redding/Tehama Public Libraries	Shared space	Coordinator – members and partners	On-going	Adult learners	Enrollment, completion
<b>Support for AWD</b>	SCAN; 21st Century Partnership, DOR	Networking of services, outreach, training	Coordinator – members and partners	On-going	AWD	Enrollment, completion
<b>Increased support for adults supporting the academic success of children</b>	First 5; PIQE	Training for adults; partnerships and curriculum	Coordinator – members and partners	On-going	Adult learners	Student success

## 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.

**Section 5 submitted separately in Consortium Workbook.**

## **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.**

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.**

### **Sections 6.1 and 6.2 submitted separately in Consortium Workbook**

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.

Due to the elimination of the majority of adult education offerings in Shasta, Tehama and Trinity Counties, our numbers will be lower in the first year of AEBG. In Year 1, we will be focusing on increasing offerings and on marketing those opportunities to adults. We expect numbers and outcomes to increase dramatically as AEBG becomes a permanent program in the north state.

**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)

No additional measures to report at this time.

**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)

Along with the AB 104 Performance Measures, the Northern California Adult Education Regional Consortium will develop a survey tools to evaluate the effectiveness of the Consortium. Measures will include, but are not limited to, student performance outcomes, effectiveness and implementation of regional strategies, decision-making structure, member participation and attendance, and member satisfaction.