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

PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

> 15-328-059

1.2 Consortium Name:

> Sierra Joint Consortium

1.3 Primary Contact Name:

> Bill Bettencourt

1.4 Primary Contact Email:

> bbettencourt@puhsd.K12.ca.us

If applicable:

1.5 Fiscal Agent Name:

> Roseville Joint Union High School District

1.6 Fiscal Agent Email:

> jlandon@rjuhsd.us

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Nevada Joint Union High School District	Melissa Madigan	530-273-3351	mmadigan@njuhsd.com	9/9/15
Placer Union High School District	Bill Bettencourt	530-885-8585 X6006	bbettencourt@puhsd.k12.ca.us	8/11/15
Roseville Joint Union High School District	Joyce Lude	916-782-3952	jlude@rjuhsd.us	8/25/15
Sierra Joint Community College District	Stephanie Ortiz	530-274-5301	sortiz@sierracollege.edu	9/8/15

Sierra Joint Community College District	Darlene Jackson	916-660-7870	djackson@sierracollege.edu	9/8/15

1.8 Use the <u>Governance Template</u> 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?

The fiscal agent for SJCAE is Roseville Joint Union High School District. Joseph Landon, Executive Director of Business Services at RJUHSD, is the Certifying Officer. RJUHSD administrative policies and procedures for fiscal management are followed. Budgets are approved by consensus of member representatives. Invoices are submitted to RJUHSD for payment or reimbursement.

For the time being the consortium will continue to use the reporting and rolling up processes and procedures established with the planning grant for the on going reporting of expenditures. Excel spreadsheets are used to collect information from each member and the information is compiled at RJUHSD. The Steering Committee is considering the use of Google Docs for real-time editing and sharing of information.

The funding priorities outlined in the 15-16 Work Plan resulted in a portion of Consortium funds being transferred to each of the three adult schools in the region. Remaining funds will be used for Consortium-level projects.

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.**

Through continued strong collaboration among members and ongoing development of relationships with partners, the Consortium is addressing the priorities established for the 2015-16 year; 1) research on regional need, 2) ASSETS mapping, 3) placement/assessment alignment, and 4) course alignment/articulation.

At the end for 2015-16 SJCAE will be described as follows:

Program area workgroups are engaged in meaningful, ongoing dialogue. ESL curriculum is well on the way to full articulation and Basic Skills English articulation has begun. The AWD workgroup has shifted focus taking on an advocacy role in each of the other workgroups. Additional research in AWD need is being conducted and AWD Transition Specialists have been hired. The CTE workgroup has developed an Employment/Work Readiness Skills Certificate. A "Succession Planning" project, modeled after the program at Feather River, is in development. A Counseling/Student Support Services workgroup has been established and transition specialist positions have been filled.

Nevada Union Adult School, which was teetering on the brink of closure in June of 2015, has a vision and work-plan for program development. A new program in the Tahoe/Truckee region is being developed.

A plan for tracking students is in place. Data collection processes and procedures are being developed. Professional development workshops in "Acceleration in Context" and "Understanding Adults with Disabilities" have been offered. Outreach and marketing strategies (including communications channels) are being developed. Appropriate administrative and support staff are in place to ensure strategic management, statutory compliance, and program efficiency. Plans for program development 2016 through 2020 are being modified or formulated.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the **Member Allocations Workbook** for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the

information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										$0
3.1b - English as a second language										$0
3.1c - Pre-apprenticeship training										$0
3.1d - Career and Technical Education										$0
3.1e - Adults training to support child school success										$0
3.1f - Older Adults in the workforce										$0
3.1g - Services for Adults with Disabilities										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).
NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the **Member Allocations Workbook** for Table **3.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$50,000	$300	1%		0%
3.2b - Consortium Allocation					
Total	$50,000	$300	1%	$0	0%

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum,

assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

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

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

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

This element is being developed. Other than those currently utilized by the AE schools and the college, automated tools and vendors have not been identified. Current tools/vendors include ASAP, TOPSpro, CASAS and Banner.

Manual processes will include transition specialists (i.e. academic advisors) conducting interviews with students, helping them complete an education/training plan, and following up on their progress.

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?

> This element is being developed. Other than those currently utilized by the AE schools and the college, tracking systems have not been identified. Current tracking systems include ASAP, TOPSpro, CASAS and Banner.
>
> Manual processes will include transition specialists (i.e. academic advisors) conducting interviews with students, helping them complete an education/training plan, and following up on their progress.

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
ESL Course Alignment/Articulation	Completed 12/16	All	Students from any adult school will transition to college classes.	Numbers of students who successfully enroll in and complete college courses.
Building Stronger Partnerships	Ongoing	All	Effective use of regional resources	Number of formal & informal agreements with partner organizations
Hiring Transition Specialists	Spring 2016 and ongoing	All	Improved student retention, success, tracking.	Number of student tracking forms filed, student success, and achievement of stated goals.
Basic Skills Alignment	Beginning Spring 2016	All	Alignment of Basic Skills – English course outcomes. Articulation agreements.	Number of BSE courses reviewed, and articulation agreements written.
Counseling/SSS Workgroup	Beginning 11/15 and ongoing	All	Placement/assessment alignment. ASSETS mapping. Improved student retention, success, tracking.	Placement/assessment alignment. ASSETS mapping. Improved student retention, success, tracking.

4.2 - Objective 4: <u>Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs within the Consortium's region), updated in your Updated AB104 3-</u>

<u>year Plan.</u> Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

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

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Demographic Research	11/15 – 6/16	All	Targeted, customized, program development.	Program enrollments, community surveys
Tahoe Truckee Program Development	Ongoing	NUAS, Sierra College	Increase in classes offered and students served.	Number of students completing GED and HS diplomas.
Rebuild NUAS	Ongoing	NJUHSD	Returning students, returning staff	Number of students completing GED and HS diplomas.
Additional sections of courses offered.	Ongoing	All	Increase in the number of adults served.	Number of adults enrolled.
CTE Employability Certificate	11/15 until complete	All	Increase in the number of adults employed in the region.	Transition specialists tracking individual students.
ESL Needs Assessment	Ongoing	RAS	Improved service to ESL students.	Student surveys
Succession Planning	11/15 until complete	NUAS, Sierra College	Increase in the number of adults employed in Nevada County.	Transition specialists tracking individual students.
AWD Employer Training	Spring 2016	All	Increase in the number of AWD employed in the region.	Employer surveys, tracking individual students.

4.3 - Objective 5: <u>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.</u> 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
ESL Exit Exam	Fall 2015 until completed.	All	AE and CC course articulations.	Number of students completing common assessment exam and enrolling in additional courses.
Transition specialists	Fall 2015 and ongoing.	All	Students completing programs of study in a timely manner.	Transition specialist tracking forms, student surveys.
ESL class sequencing scheduling	Spring 2016 and ongoing.	RSA	Increase in the number of students completing the program	
Employing blended learning.	Spring 2016	PSA, RSA, Sierra College	Increase in the number of students achieving educational goals.	Number of students achieving GED, High school diploma, college courses, CTE certificates.
Student Tracking Form	Spring 2016	All	Increase in the number of students achieving educational goals. Accurate performance measures information.	Number of students achieving GED, High school diploma, college courses, CTE certificates, placed into jobs, earning higher wages.

4.4 - Objective 6: <u>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.</u> 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
Trainers for GED staff	Currently and through 2016	PSA	Expanded GED testing.	Numbers of individuals attaining GED.
Attended National Council for Workforce Education Conference	October 2015	RSA	Gather information for potential program/service development.	Adopting/adapting program/service to meet regional need.
Regular workgroup meetings.	Ongoing	All	Improved communication between members/partners.	Meeting performance measures.
Planning retreat	June 2016	All	Establish strategic goals and tactics.	Meeting performance targets.
ESL Outcomes mapping.	Ongoing through 2016	All	Shared student outcomes.	Articulation agreements.

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:
- o WIBs
- o Chamber of Commerce
- o County Libraries
- o County Office of Education
- o Industry Employer Groups
- o Literacy Coalitions
- o Economic Development Regions
- o County Social Services - CalWorks

o Employment Development Department (EDD)

Examples of activities include:

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

    o Expanding utilization of existing regional resources for Adult Education students

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

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

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Additional sections of courses offered in partner facilities.	PSA & Golden Sierra	Golden Sierra – Facilities PSA - equipment	PSA	Spring 2016 and ongoing		Increase in enrollments.
Regional Marketing & Promotion	All	Including information about SJCAE in all marketing/promotional materials	All	Spring 2016 and ongoing		"How did you hear about us?" surveys.
Computer-based jail instruction	NUAS, Nevada Co Jail	Facilities, equipment, instructors.	NUAS	Spring 2016 and ongoing		Numbers enrolled in classes.
Active participation in WIB WIOA	PSA & Golden Sierra	Participation in meetings and planning sessions	PSA	Fall 2015 and ongoing		Number of shared projects.
On-going Workgroup meetings to expand partnerships	All	Facilities, meeting facilitation, other workgroup support, attendance at meetings	All	Fall 2015 and ongoing	60 per meeting	Attendance, new collaborative projects.

Section 5: Estimated Allocations by Objective

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

spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

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

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

Table 6.2: Performance Outcomes by Member – Projected Targets

EXAMPLE

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the **Performance Measures Workbook** for **Table 6.2**, Consortium Members will fill out their own spreadsheets.   The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

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.

A change in leadership and organization structure at NUAE has resulted in a delay in data collection for that member school. The table will be updated as soon as the information is available, likely by 11/6.

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 number of field trips adult schools make to Sierra College, course exit surveys, participants in workshops training on how to apply for Sierra College and how to use NAVIANCE, achieving work plan goals set for 15-16, survey results for kindergarten training for academic success, and others yet to be developed/approved.

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)

> In addition to the required performance measures the Consortium will evaluate the following:
> 1. The number of fully articulated courses/programs.
> 2. The number of students tracked by Transition Specialists and the value of information gathered relative to student needs, success, persistence, and goal attainment.
> 3. Ability to report accurately on performance measures.
> 4. Increased enrollments and student retention, success, and persistence.
> 5. Member participation in the second annual planning retreat June 2016 for review of strategic goals, progress towards goals, revising and establishing new goals.
> 6. Input and feedback from the Executive Oversight Committee, partners, and community members is positive and program plans are approved.
> 7. Funding formula (% to AE schools, % to Consortium projects) is effective and uncontested.
> 8. The degree of collaboration between/among members and partners and effectiveness of consensus decision-making.

Section 7: Consortium Member Signature Block

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Consortia Member: Placer Union High School District

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Date: 10/20/15

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Consortia Member: Nevada Joint Union High School District

Email: mmadigan@njuhsd.com

Date: 10/28/15

Signature Box: *Melissa Madigan*