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

**Updated 10-7-2015**

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-61

1.2 Consortium Name:

Sonoma County Adult Education Consortium

1.3 Primary Contact Name:

Nancy Miller

1.4 Primary Contact Email:

nmiller@santrosa.edu

If applicable:

1.5 Fiscal Agent Name:  
  
1.6 Fiscal Agent Email:

kjolley@santarosa.edu

Kate Jolley

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 Rosa Junior College | Victor Cummings | 527-4615 | vcummings@santarosa.edu | 10/22/15 |
| Petaluma City Schools | Carol Waxman | 778-4604 | cwaxman@petk12.org | 10/22/15 |
| Sonoma County Office of Education | Stephen Jackson | 524- | sjackson@scoe.org | 10/22/15 |
| Santa Rosa City Schools | Soccoro Shiels | 528-5181 | sshiels@srcs.k12.ca.us | 10/22/15 |
| Sonoma Valley Unified School District | Paul Touhy | 935-6087 | ptouhy@sonomaschools.org | 10/22/15 |
| Windsor Unified School District | Lisa Saxon | 837-7701 | lsaxon@wusd.k12.ca.us | 10/22/15 |

**1.8** Use the [Governance Template](http://aebg.cccco.edu/portals/1/docs/reporting/Consortia%20Report%20on%20Governance%20Compliance.docx) to describe how your Consortium operates programmatically and fiscally.

The Sonoma County Adult Education Consortium has several layers of participation built into the governance structure. At the center of the consortium is the Oversight Committee that is the decision-making body of the organization. The Oversight Committee is comprised of six educational organizations, as follows:

* Petaluma City Schools\*
* Santa Rosa City Schools
* Santa Rosa Junior College\*
* Sonoma County Office of Education\*
* Sonoma Valley Unified School District
* Windsor Unified School District

The three districts that currently operate adult education programs (designated with an asterisk) have two votes on the Oversight Committee, while the remaining districts each have one vote. The Oversight Committee will meet at least two times in the fall semester and two times in the spring semester.

The next layer of governance is the Executive Committee. The Exec Committee discusses issues relating to the operation of the Consortium and sets the agenda for the Oversight Committee. This committee meets at least 10 days before the Oversight Committee. It is comprised of members and community partner organizations. The current members are as follows:

* Santa Rosa Junior College
* Petaluma City Schools
* Sonoma County Library System
* Sonoma County Sheriff’s Department
* Community Action Partnership, Sonoma County

There will be one additional member selected from the new member districts.

The next layer of participation is the Stakeholder Group. Stakeholders Meetings provide updates on the progress of program and service development for adult education in Sonoma County. Agendas are designed with activities that solicit input from participants to frame the discussion for the Executive Committee.

Input also flows to the Subcommittee groups that discuss details needed for program development and implementation. Subcommittee groups cover the following broad areas: Basic Skills (ABE, ASE, HSD, HSE and programs for incarcerated), English Learners (ESL, Civics, Citizenship, and Adults training for student success), CTE (short-term, non-credit workforce training programs, adult reentry, and pre-apprenticeship programs) and AWD (adults with disabilities).

The Santa Rosa Junior College was selected as the fiscal agent. The fiscal agent will distribute funding to member districts as described in 1.10 below.

The Project Director, Nancy Miller, is the primary contact for the grant. The Project Director is hired by the fiscal agent on behalf of the Consortium. This position works with the Certifying Officer on all reports and budget documents. This position also puts together the agendas for the Oversight Committee, Executive Committee, Stakeholder Meetings, and Subcommittee Meetings. The Project Director and Administrative Assistant are responsible for noticing meetings, distribution of minutes from the Oversight Committee and distribution of notes from all other meetings of the Consortium. The Project Director and Administrative Assistant maintain information on the Consortium’s website, which is the main communication vehicle for the members and partners of the Consortium.

**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.

**Sonoma County Adult Education Consortium**

**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?

|  |
| --- |
| The Santa Rosa Junior College is the fiscal agent for the Sonoma County Adult Education Consortium.  As fiscal agent, SRJC will establish financial agreements in the amount of the allocation for each member agency, with either a monthly or quarterly invoicing for expenses incurred under the grant.  Invoices will be submitted with supporting documentation per fiscal agent policies. The supporting documentation will be used to roll up grant expenditures for certification and reporting to the State.  Kate Jolley is the Certifying Officer for Santa Rosa Junior College, the fiscal agent for the grant. |

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 the first year of the Adult Education Block Grant implementation, the Sonoma County Adult Education Consortium will expand services in the most needed areas of Adult Basic/Secondary Education including high school diploma classes and high school equivalency preparation, English for Speakers of other Languages (ESL), and short-term Career Technical Education (CTE) training programs. Services will be concentrated in areas that do not currently have services, as indicated in the Sonoma County Final Plan. Those areas include the north, east and west sections of the county, as well as the corrections facilities run by the Sonoma County Sheriff’s Department.  In addition, the Consortium will develop and implement programs for adults that assist in improving academic achievement for elementary and secondary students. The programs developed in conjunction with the Local Education Agencies will focus on family literacy strategies and adult connections to their child’s school. The programs will be held throughout the county.  The Consortium will develop the functionality of new Adult Education Learning Centers that will operate in the expansion locations. A description for a System Navigator or Educational Services Coordinator will be developed, with the position hired and trained to provide intrusive-style advising to program participants who need access to support services and connections to jobs and further education opportunities. These positions will serve students throughout the county and will function in conjunction with the Learning Centers, Petaluma Adult School and Santa Rosa Junior College.  Adult Education students will have access to non-credit short-term CTE training programs that will be connected to Basic Skills and ESL curriculum through IBEST-style programs developed in areas of high employment need. Consortium members will work with local employers, governmental agencies and community based organizations to create a list of the most pressing entry-level job openings and create the new short-term training programs to meet those needs. |

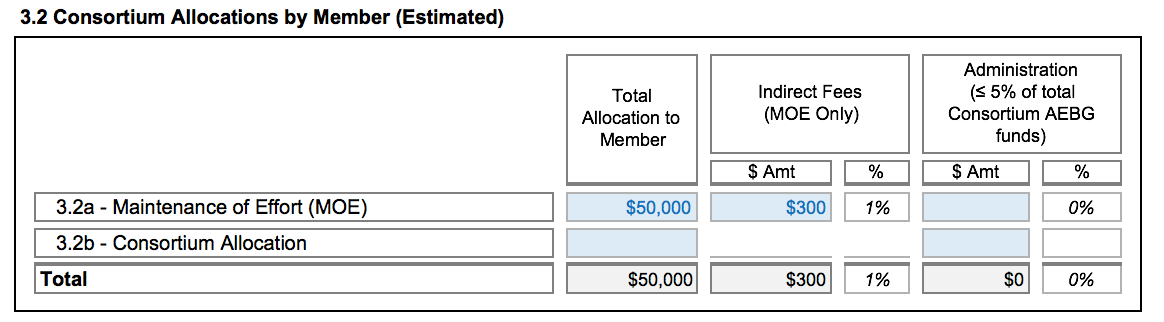
Section 3: Consortium Services and Funding Allocations

**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**](http://aebg.cccco.edu/portals/1/docs/reporting/AB104_MemberAllocationsForm_2015.xlsx)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.**

**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**](http://aebg.cccco.edu/portals/1/docs/reporting/AB104_MemberAllocationsForm_2015.xlsx) 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.



**EXAMPLE**

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

Instructors from Petaluma Adult School, the Sonoma County Office of Education and Santa Rosa Junior College will collectively develop and implement integrated programs of study (POS) that include core academic subjects, career skill training, and industry certification or local certificate of skill attainment. Each POS will lead to a specific post-AE transition to college, further training, and/or a job. Programs of study will also include connection to community for immigrants preparing for citizenship and adults working with elementary and secondary students for academic success.

Classes will be designed with the student needs in mind, which includes alternative scheduling models, accelerated programs, and support services, such as child care, provided at some locations.

● Alignment of:

○ Placement

○ Curriculum

○ Assessments

○ Progress indicators

○ Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.

Administrators and instructors from all of the member agencies will work together to determine a common platform for intake assessments and student placement. In addition, curriculum and assessments for courses that are offered by more than one provider will be aligned through the establishment of professional learning communities for each focus area. Work in the PLC’s will also include Expected Student Learning Outcomes and inclusion of academic standards.

● 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

The SCAEC will utilize a website as the main communication source for members and partners. This resource will also be an information hub for the community that contains adult programs throughout the county. Other forms of communication will be used for potential students including brochures in multiple languages, radio and bi-lingual newspaper advertising.

The Sonoma County Adult Education Consortium will rely upon a network of System Navigators (one lead Navigator and several part-time Navigators) to provide the connection and continuity between programs and services. Duties will include:

* Act as community outreach resource for adult education program information.
* Conduct at least one counselor training each semester on AE program offerings
* Work with Program Director to keep AE program information up to date.
* Connect students with support services to improve retention and completion.
* Inform students of Program of Study options and refer students to advising services to establish Education Plans.
* Gather data related to program development and accountability such as the number of adults seeking adult education programs, waiting lists for programs and services, student completion, industry certification and student outcomes.
* Prepare bi-annual summary data for consortium members and stakeholders to inform program and budget decisions.

**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?

|  |
| --- |
| To meet SSSP non-credit requirements and better prepare for the increase in non-credit students at satellite programs, SRJC will be establishing a testing center at the Southwest Center campus. Placement testing will occur during registration and orientation prior to the start of classes, and will be available once each month for students who want to access OEOE sections. (Most daytime programs have migrated to a managed enrollment platform) The administrative team will work on an assessment schedule for the Learning Center hubs.  Students in the ABE/ASE and ESL programs at Petaluma Adult School currently participate in CASAS intake testing. This is a common platform for ESL assessment at the Adult School and SRJC. Instructors from both schools created placement protocols for ESL and are working on classroom techniques to accelerate student learning as captured and reported by level gains in CASAS.  Students in Basic Skills use TABE for placement and academic growth measurement. There are no plans to convert to CASAS testing, but instructors from the Adult School will work with SRJC instructors to determine common placement measurements between the two tests.  While there are placement tests for baseline knowledge of workplace skills, there is not a common placement test for CTE programs throughout the county. Career Centers at SRJC campuses in Santa Rosa and Petaluma, as well as JobLink in southwest Santa Rosa provide career interest and aptitude testing. CASAS, which is used to determine baseline knowledge in other areas of AE in Sonoma County, has tools that can be used to determine both placement in soft skills work readiness courses, as well as ABE/ASE basic level core classes in math and English. |

## 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?

|  |
| --- |
| The Project Director for the SCAEC will work with members of the Office of Institutional Research to determine the best method to extract student demographic, enrollment, persistence, and placement information from the in-house proprietary student information system used by SRJC.  Petaluma Adult School and the Sonoma County Office of Education use the ASAP student data system combined with CASAS and TopsPro to record and report student attendance and progress data. They will work with the Project Director and OIR staff on a system to synthesize and report student demographic and progress data related to the AEBG.  In the current fiscal year, the System Navigators will assist with the collection of data both in the classroom and as a follow-up report for student placement. This most likely will be collected manually and uploaded into the agreed upon system for analysis and reporting. Having enrollment and persistence data will help inform outreach and recruitment for target growth programs. In addition, it will provide information on the reasons students are choosing adult education programs, which will help us provide supports and services to students to meet their personal and education goals. |

## 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 |
| --- | --- | --- | --- | --- |
| System Navigators  (one lead and two part-time positions) | 2016 | All | Students connected to support services needed to persist in educational programs. Seamless transition to jobs and/or post-secondary education and training programs | Number of student contacts with System Navigator  List of referral services  Student follow-up survey similar to Perkins Grant to determine placement data |
| Informational Presentations by System Navigator | 2016 | All | Adult Education providers, counselors and community-based organizations will better understand all of the services available for students in Marin County. | Number of participants at presentations  Referrals to AE programs from partner agencies |
| Informational Presentations by Community-based Organizations about support and referral services offered to AE students | 2016 | All | Adult Education providers, counselors and community-based organizations will better understand all of the services available for students in Marin County. | Number of participants at presentations  Referrals from AE programs to partner agencies |
| ESL Transitions Conference | 2015-16 | SRJC, PAS  LEA’s | SRJC faculty and staff present education and training opportunities for new and continuing students | Number of conference attendees  Comparison of enrollment patterns in target programs |
| Non-credit Orientation Program | 2016 | SRJC | SRJC faculty and staff deliver student success and support information during new student orientation | Number of students participating in orientation who complete their course |
| Professional Learning Communities | 2016 | All | Designate regular time for instructors from adult education and College of Marin to meet regarding curriculum development, alignment and delivery | Student placement and course outlines are aligned between Adult Schools and Community College |

**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 |
| Establish Learning Centers in at least two satellite locations | | 2016 | PAS, SRJC, SCOE, SVUSD, WUSD | Increase program capacity & number of students who enroll in ESL, HSE programs. Increase number of students who earn a high school diploma or equivalency. | Compare program enrollment numbers for 2015 and 2016  Number of students earning HSD  Number of students passing HSE exams |
| Implement HSD, HSE and secondary courses at corrections facilities | | 2016 | SRJC | Increase program capacity & number of students who enroll in HSD and HSE courses. Increase number of students who earn a high school diploma or equivalency. | Compare program enrollment numbers for 2015 and 2016  Number of students earning HSD  Number of students passing HSE exams |
| Increase capacity in Spanish GED prep programs | | 2016 | SRJC and PAS | Increase program capacity & number of students who enroll in ESL, HSE programs. Increase number of students who earn a high school equivalency. | Compare program enrollment numbers for 2015 and 2016  Number of students passing Spanish HSE exams |
| Increase number of sections offered in ESL | | 2015-16 | SRJC, PAS | Increase access to ESL programs in County. Provide more single level courses in ESL | Compare enrollment  Number of students who gain at least one level based on CASAS assessment |
| Develop and Implement career training programs | | 2016 | SCOE, SRJC | Provide short-term non-credit training options for adults | Number of students who complete career training courses |
| Develop and Implement integrated CTE pathways for adults | | 2016 | COM, NUSD, TUHSD | Increase student retention and persistence in core academic programs by pairing them with CTE  Provide industry skill training and certification | Number of students who complete both CTE and paired core course  Number of students who gain at least one level based on CASAS  Number of students who earn certificate and/or industry certification |
| Develop and Implement programs for adults to support student success in elementary and secondary schools | | 2016 | SRJC, PAS  LEA partners | Increase adult participation at elementary and secondary schools  Increase student achievement in elementary and secondary schools | Number of adults participating in teacher conferences, BTS night, PTSO, ELAC and other school-based activities  Increase in student achievement based on comparison of CASS tests from 2015 and 2016 |

**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 |
| Implement alternative schedule accelerated GED preparation | 2015-16 | SRJC, PAS | Increase the number of people participating in GED preparation and passing the GED test | Comparison of participation in Accelerated vs. Traditional GED prep programs  Student passage rates for GED test |
| Develop and implement IBEST programs in at least two CTE industry areas | 2015-16 | SCOE, SRJC | Students will increase literacy and numeracy for workplace skills  Students will attain job ready skill sets | Number of participants gaining academic level in English and/or math based on CASAS or TABE  Number of students achieving proficiency in CTE industry standards |
| Technology infused curriculum | 2015-16 | SRJC, PAS, SCOE | Infuse curriculum in instructional delivery and student engagement activities in classroom | Number of courses implementing technology in instruction |
| Professional Development focused on integrated curriculum | 2015-16 | SRJC, PAS, SCOE | Instructors will develop lesson plans for courses that provide contextual learning opportunities | Instructors from Basic Skills, ESL and CTE will attend at least one PD activity |
| Academic Assimilation Course | 2016 | SRJC, PAS, SCOE | Determine program content and submit for non-credit approval | Course approved for non-credit 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 |
| --- | --- | --- | --- | --- |
| Adult Learning Styles | 2015-16 | SRJC, SCOE, PAS | Train instructors on a variety of methods to reach reluctant or at-risk learners  Understand the philosophy of adult learning styles in order to incorporate the strategies into teaching methodologies | Instructors will be able to scaffold lessons and assignments for a more personalized learning experience |
| Contextualized Curriculum | 2015-16 | SRJC, SCOE, PAS | Teach instructors how to partner theoretical information into relevant or context-based lessons | Instructors will implement two contextualized lessons in each course |
| Team Teaching Strategies | 2015-16 | SRJC, SCOE, PAS | Train instructors on various methods for team teaching in an IBEST program | Instructors will be able to design and employ at least one team teaching method while pairing core content with CTE |
| Mapping course content to standards | 2016 | SRJC, SCOE, PAS | Inform instructors about Common Core State Standards for use in ABE and ASE instruction (all courses grade 12 and below) with particular focus on core content in math and English  Inform instructors about the California Model CTE curriculum standards and how to design lessons to meet the standards | Students will be able to identify content standards and their mastery of the standards |
| Technology in the Classroom | 2016 | SRJC, SCOE, PAS | Train instructors on modern ways to incorporate technology training and use in the classroom | Instructors will have at least one technology based lesson per week |

**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 |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Centers | Sonoma County Libraries, LEA’s | Provide classroom and meeting space for adult learning centers | SVUSD, WUSD, PAS, SRJC, SCOE | 2016 | 120 | Learning Centers operational  Increase in number of students accessing Basic Skills, HSD, HSE, and ESL |
| Corrections Programs | Sonoma County Sheriff’s Department | Provide classroom space for expanded program | SRJC | 2016 | 60 | Increase in number of students completing HSD, HSE and CTE courses |
| CTE training | Youth Connections | Provide classroom space for CTE programs | SRJC, SCOE | 2016 | 35 | Increase in number of students completing career training courses |
| Family Literacy | Community Action Partnership | Provide trainers and recruit clients for family literacy and CTE programs | SRJC, SCOE, PAS | 2016 | 28 | Increase in number of adults who are trained in family literacy practices  Number of students who complete day care provider training |
| Professional Development | Literacy Works | Provide trainers for professional development activities | SRJC, SCOE, PAS, SVUSD, WUSD, SRCS | 2016 | 40 | Number of instructors who participate in PD activities |

# 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](http://aebg.cccco.edu/portals/1/docs/reporting/AB104_MemberAllocationsForm_2015.xlsx) 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)**

## 

**EXAMPLE**

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**](http://aebg.cccco.edu/portals/1/docs/reporting/AB104_Performance%20Measures%20Form.xlsx) 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.

**Tables 6.1 and 6.2 in separate document**

## 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**](http://aebg.cccco.edu/portals/1/docs/reporting/AB104_Performance%20Measures%20Form.xlsx) 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.

For the 2015-16 year, the SCAEC will not be providing programs that specifically address measure 6.2f, completion of a college degree or certification program. As IBEST programs are developed in conjunction with credit CTE at Santa Rosa Junior College, we will be able to track student completion of Career Certificates and Associate Degrees.

**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)

|  |
| --- |
| Student placement data from the CTE completer surveys administered through the CTE Outcomes Survey hosted by Santa Rosa Junior College  # of AE students taking placement tests for credit courses at SRJC  # of students completing orientation for SRJC  # of student contacts with the System Navigators  # of students completing short term workforce training programs and achieving proficiency in identified industry sector skill standards  # of students passing industry certification exams |

**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)

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| --- |
| The Sonoma County Adult Education Consortium will look at several key indicators to evaluate the success and effectiveness of our Consortium’s efforts.   * Implementation of Learning Center hubs * Number and diversity of course offerings * Number of students served through AE courses and programs * Number and diversity of community partners and organizations attending meetings * Increase in Community Outreach about adult education offerings * Ability to meet metrics outlined in Regional Adult Education Plan |

Section 7: Consortium Member Signature Block

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