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:

13-328-064

1.2 Consortium Name:

State Center Adult Education Consortium

1.3 Primary Contact Name:

Sherri Watkins

1.4 Primary Contact Email:

Sherri.Watkins@statecenter.com

If applicable:

1.5 Fiscal Agent Name:

State Center Community College District

1.6 Fiscal Agent Email:

Sherri.Watkins@statecenter.com

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
State Center Community College District	Dr. Barbara Hioco	559-324-6475	Barbara.hioco@scccd.edu	10/13/15
Caruthers Unified School District	Tod Tompkins	559-495-6440	ttompkins@caruthers.k12.ca.us	10/26/15
Central Unified School District	Paul Birrell	559-274-4700 x63145	pbirrell@centralusd.k12.ca.us	10/13/15

Chawanakee Unified School District	Gary Talley	559-868-4200	gtalley@mychawanakee.org	10/21/15
Clovis Unified School District	Ed Schmalzel	559-327-2800	edschmalzel@cusd.com	10/28/15
Dinuba Unified School District	Barbara Thiesen	559-595-7207	bthiesen@dinuba.k12.ca.us	10/08/15
Fresno Adult School	Andre Pecina	559-457-6000	andre.pecina@fresnounified.org	10/09/15
Fresno County Office of Education, Adults in Corrections	Pam Coronado	(559) 600-4990	pcoronado@fcoe.org	10/30/15
Fresno County Office of Education, ROP/CalWORKS	Valerie Vuicich	(559) 497-3850	vvuicich@fcoe.org	10/30/15
Golden Valley Unified School District	Kuljeet Mann	559-645-3580	kmann@gvusd.k12.ca.us	10/29/15
Kings Canyon Adult School	Rich Ishimaru	559-305-7085	ishimaru-r@kcusd.com	
Madera Adult School	David Raygoza	559-675-4482	davidraygoza@maderausd.org	10/13/15
Sanger Adult School	Nancy Penny	559-524-7204	nancy_penny@sanger.k12.ca.us	
Selma Adult School	Drew Sylvia	559-898-6670	dsylvia@selma.k12.ca.us	
Sierra Unified School District	Ara Keledjian	(559) 855-3020	akeledjian@sierrausd.org	10/22/15
Valley ROP	Deborah Marvin	559-876-2122	dmarvin@valleyrop.net	
Yosemite Unified School District	Dr. Randy Haggard	559-683-8801	rhaggard@yosemiteusd.org	10/12/15

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.
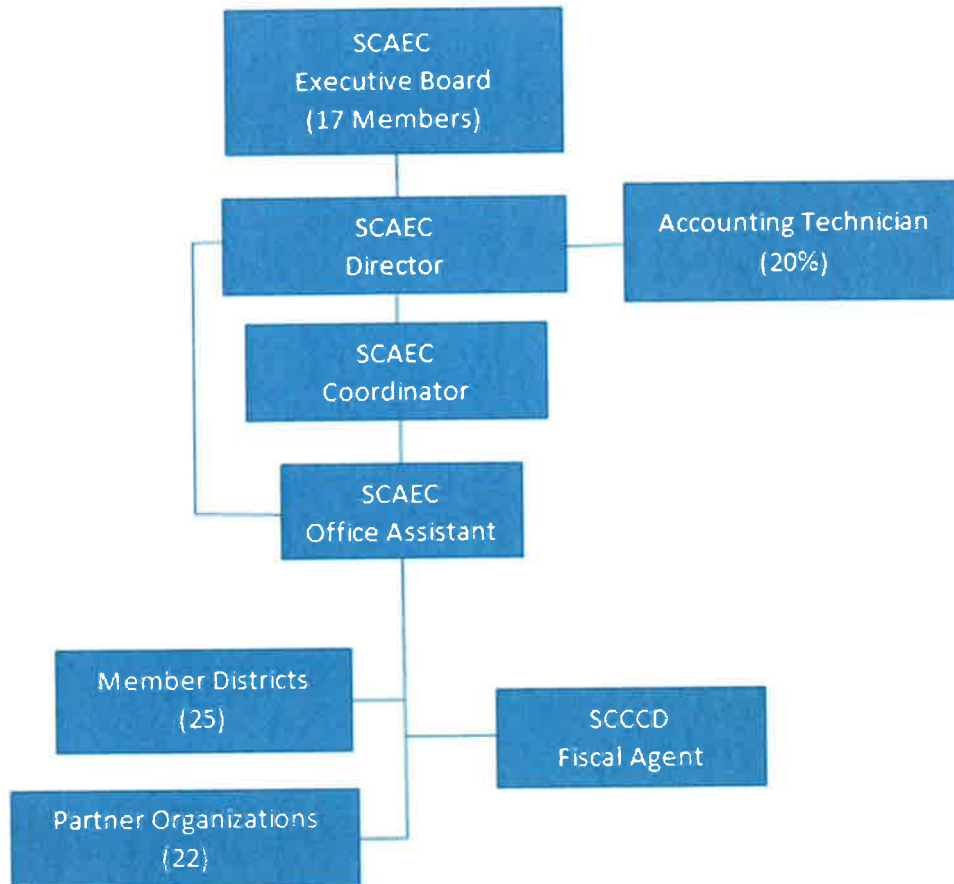
1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The State Center Adult Education Consortium (SCAEC) Board shall adopt a sound, responsible budget that supports Consortium goals and priorities. To guide the Director or designee in development of the budget, the Board shall establish a budget calendar, budget process and spending priorities. The SCAEC Board will approve the distribution schedule pursuant by Consortium Board qualified consensus, in accordance with the Adult Education Block Grant (AEBG) and the SCAEC Governance Plan. The Board

recognizes that it is accountable to the community for its budget decisions and for the Consortium's fiscal integrity. The Board shall use accountability systems and processes in order to monitor the Consortium's fiscal health. Grant expenditures will be managed by the SCAEC Director, Sherri Watkins. The fiscal agent uses its accounting system that captures all the grant expenditures that gets rolled up to the online accountability system provided by the CCCCO. This information is to be reviewed and certified by the designated budget officer (Cindy Chang, Business Office Auditor) who is assigned by the district Chief Business Officer, Edwin Eng, Vice Chancellor of Finance and Administration, the report will be submitted to the State once the certification process is complete.

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.**

The consortium will hire a liaison/coordinator in order to help transition students from adult education to community college. The liaison/coordinator will begin to identify adult school and community college students who are in need of a GED or diploma and provide resources and follow up. The liaison/coordinator will begin work on the "survival guide" which will be created to help guide students through their transition from adult school to community college.

Begin to plan for increased course offerings. With consortium allocations to be distributed in 2015/16, each district receiving funds will begin to create a plan for increased course offerings that address the need for increased communication skills (both written and spoken), across the curriculum and classes/courses that develop English language skills in the workplace (including writing and speaking skills)

Explore and amend current curriculum to ensure that student skills in all program areas is enhanced in the following areas: ability to speak and communicate with customers and colleagues; ability to write and document complex information ability to use technology and learn new technology tools and applications; ability to work with others and contribute as part of a team.

Begin development of an assessment and placement "crosswalk" document that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements. In addition, set up and facilitate regular meetings between adult schools and community colleges in order to collaborate for better alignment.

Decide on the processes for choosing Program Area Coordinators for each program area that would facilitate collaboration and sequencing across educational institutions and would assist in the alignment of educational pathways to create a clear "roadmap" for students. These content area specialists would also begin to work with counseling departments to ensure that student educational plans are generated accurately and effectively to assist students in defining their long term goals. These Program Area Coordinators will begin to work closely with the Consortium Liaison/Coordinator.

Begin to explore data systems available that would track data, assessment, and information of adult school students through community college.

Begin initial work of exploring the possibility of providing a college level course at one or more adult schools, such as Counseling 53 – College and Life Management Skills, to enhance the transitional experience of students from adult school to community college.

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

EXAMPLE

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%

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

Each program area will have a Program Area Coordinator that will facilitate collaboration and sequencing across educational institutions and assist in the alignment of education pathways to create a clear roadmap for students. These content area experts would also work with counseling departments to ensure that Student Educational Plans (SEP) are generated accurately and effectively to assist students in defining their long term goals. These Program Area Coordinators will begin to work closely with the Consortium Liaison/Coordinator.

- Alignment of:
  o Placement

We will develop an assessment and placement "crosswalk" document that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements. In addition, we will set up and facilitate regular meetings between adult schools and community colleges in order to collaborate for better alignment. (State Center Adult Ed Consortium Coordinator will lead this effort.)

  o Curriculum

Articulation and contextualization of curriculum in collaboration to identify opportunities for partnerships will begin. Consortium members realize the benefit in contextualizing basic skills into workplace relevancy. Additional research in this area will also be conducted.

  o Assessments

The majority of adult ed consortium members use CASAS for ESL assessment, but not all. An assessment and placement "crosswalk" document will be developed that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements.

  o Progress indicators

Student progress indicators and outcomes will be established throughout the region in order for the Consortium to establish baseline data and goals for improvement. Several examples of data elements include persistence rates, graduation rates, and completion of education plans. Progression through the CASAS levels will also serve as achievement benchmark indicators.

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

Completion of HS diplomas and GED as well as completion of CTE program will serve as outcome measures.

- Transition strategies among the Consortium participants' systems including:
  - o Communication paths among Consortium participants and higher education institutions

Consortium members will focus on improving data sharing and best practices. The work will begin by developing an understanding of what each site offers and how that information can fit in to the goals of the consortium. Polycom technology or a similar system may be used at sites that may not have enough staffing to cover meetings. Time will be allocated to develop, participate in, and sustain both formal and informal partnerships with state and local agencies and the private sector in order to gain more access to services. Focus will also be given to improve public awareness of available services and programs.

- o Defined and articulated pathways to postsecondary education or the workforce

The consortium liaison/coordinator will act as a liaison between adult schools and community colleges in order to keep students on track for postsecondary educational goals or employment goals. Community college counselors will be present at adult schools. Adult school representatives will be included in college counseling division meetings in order to keep abreast of current activities and also to disseminate adult school related information, deadlines, program information, etc. There will be Registration-to-Go available. National Clearinghouse and Cal Pass PLUS system may possibly be used. Meetings will be arranged between apprenticeship programs, adult schools, and community colleges to identify apprenticeship opportunities and pathways to prepare students for the workplace.

- o Embedded access to student services including counseling, guidance, and follow-up

The liaison/coordinator will develop and lead a task force that will determine various ways of supporting adult school graduates as they transition to community college. Various plans will be implemented and tested for validity and success. The liaison/coordinator will oversee the process of tracking students throughout the process.

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?

An assessment and placement "crosswalk" document will be created that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placements. In addition, regular meetings between adult schools and community colleges will occur in order to collaborate for better alignment. CASAS testing will be used at most if not all of the adult schools for placement and adult school students will be assessed on a regular basis to monitor progress. National Clearinghouse and Cal Pass PLUS will be explored as possible tools for use. ASAP may also be used.

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?

National Clearinghouse and Cal Pass Plus will be explored as possible tools for use. ASAP may also be used to track student enrollment, demographics and performance. Data will be collected upon student enrollment and will be updated on a regular basis. The system(s) used will enable us to meet the targeted program outcomes by tracking student progress and completion.

4.1c – Objective 3 continued: List underline 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

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
Develop/Create/ Expand ABE/HSD/GED programs	Winter/Spring 2016	Adult schools	Increased enrollment, increase of diplomas/GED, increase of students who transition to college or CTE programs	Evaluation of enrollment Evaluation of HSD and GED completions
Develop/Create/ Expand ESL programs	Winter/Spring 2016	Adult schools	Increased enrollment, transfer to CTE and HSD programs	Evaluation of enrollment
Develop/Create/ Expand CTE program offerings	Winter/Spring 2016	Adult schools	Increased enrollment, concurrent enrollment in HSD/GED programs	Evaluation of enrollment and completions

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
Develop/Create/ Expand Pre-Apprenticeship Offerings	Spring 2016	Adult Schools	Increased transfers to CTE programs	Evaluation of enrollment
Devlop/Create/ Expand counseling services	Winter/Spring 2016	Adult Schools/Community Colleges	Increased enrollment and increased completion of educational or career goals	
Explore best practices and IBEST models.	Winter/Spring 2016	All	Acquisition of information to begin the implementation of best practices and IBEST	The beginning of revised curriculum and/or the initiation of new programs

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
Make progress towards establishing opportunities for regular collaboration for instructors at the high school, adult, and collegiate levels to identify best practices throughout the region including California Common Core Standards	Winter/Spring 2016	All	Progress towards updated curriculum and strategies for student acceleration	Group progress reports
Make progress towards establishing opportunities for regular collaboration for instructors at the high school, adult school, and collegiate levels to identify best practices throughout the region including identifying and assessing instructional alignment issues	Winter/Spring 2016	All	Progress towards completing of ESL course crosswalk Progress towards alignment of ESL courses	Group progress reports

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
between ESL programs. Instructors/faculty would work collaboratively to create and ESL course crosswalk that is aligned to provide students the ability to easily transition from adult school ESL courses to community college ESL courses				
Make progress towards establishing a series of technology workshops throughout the year, novice – expert series, for all consortium members and partners to include Google docs, Prezi, Google education apps, etc.	Spring 2016	All	Make progress towards increased ease and expertise using technology Make progress towards transference of skills to classroom use and integration into curriculum	Group progress reports

4.5 - Objective 7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> Describe how the Consortium will leverage existing assets or structures to

benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

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
Participation of consortium members in organizations that involve	Fresno Workforce Investment Board	Increased understanding of local labor market needs	Consortium Director and/or Coordinator	Winter/ Spring 2016		Information shared out to all consortium

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
employers, economic & workforce development to enhance responsive-ness to economic needs						members Updates to course offerings and curricu-lum if/when relevant
Invite local partners to consortium meetings	EDD, FWIB, Dept of Social Services, Reading and Beyond, Central Valley Regional Center, Fresno County Public Library,Pro-teus, and others	Input from local partners	All	Winter/ Spring 2016		Revision of action plans if/when relevant

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)

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.

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)

With the increase of funding, additional students will be served. Enrollment figures will provide additional data to show increases in services provided.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The consortium will gather and analyze high school/high school equivalency enrollment and completion data; ESL enrollment and progression data; concurrent CTE and HSE data, and transition from adult education to community college programs data.

Section 7: Consortium Member Signature Block

Name:

Barbara Hioco

Consortia Member:

State Center Community College District

Email:

Barbara.hioco@scccd.edu

Date:

10-28-15

Signature Box:

Barbara Hioco

Name:

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10-28-15

Signature Box:

Name: Paul Birrell

Consortia Member: Central Unified School District

Email: pbirrell@centralusd.k12.ca.us

Date: 10/28/15

Signature Box: *(signed)* Paul Birrell

Name: Gary Talley

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Email: Andre.Pecina@fresnounified.org

Date: 10.28.15

Signature Box:

Name: Kuljeet Mann

Consortia Member: Golden Valley Unified School District

Email: kmann@gvusd.k12.ca.us

Date: 11/2/2015

Signature Box: *Kuljeet Mann*

Name: Rich Ishimaru

Consortia Member: Kings Canyon Adult School
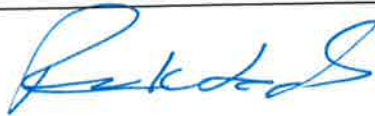
Email: ishimaru-r@kcusd.com

Date: 10/28/15

Signature Box:

Name: David Raygoza

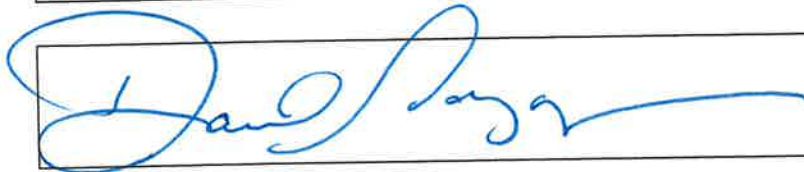**Consortia Member:** Madera Adult School

Email: davidraygoza@maderausd.org

Date: 10/28/15

Signature Box:

Name: Nancy Penny

Consortia Member: Sanger Adult School
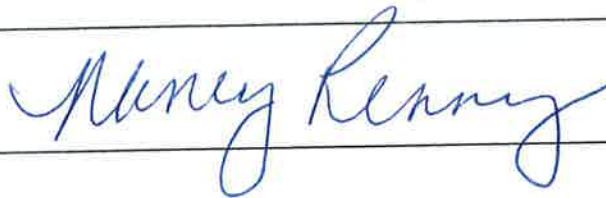
Email: nancy_penny@sanger.k12.ca.us

Date: 10/28/15

Signature Box:

Name: Drew Sylvia

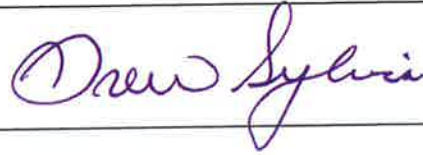Consortia Member: Selma Adult School

Email: dsylvia@selma.k12.ca.us

Date: 10/28/15

Signature Box: *Drew Sylvia*

Name: Ara Keledjian

Consortia Member: Sierra Unified School District

Email: akeledjian@sierrausd.org

Date: 10-21-2015

Signature Box: *[signature]*

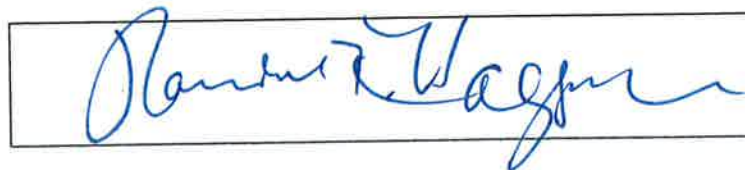Name: Dr. Randy Haggard

Consortia Member: Yosemite Unified School District

Email: rhaggard@yosemiteusd.org

Date: 10/28/15

Signature Box: *[signature]*

Name:	Valerie Vuicich
Consortia Member:	Fresno ROP/CalWORKS
Email:	vvuicich@fcoe.org
Date:	October 31, 2015
Signature Box:	**Valerie Vuicich** Digitally signed by Valerie Vuicich DN: cn=Valerie Vuicich, o=Fresno County Office of Education, ou=ROP, email=vvuicich@fcoe.org, c=US Date: 2015.10.30 17:10:10 -07'00'

Name:	Pam Coronado
Consortia Member:	FCOE - Adults in Correction
Email:	pcoronado@fcoe.org
Date:	November 2, 2015
Signature Box:	**Pam Coronado** Digitally signed by Pam Coronado DN: cn=Pam Coronado, o=FCOE, ou=Court School, email=pcoronado@fcoe.org, c=US Date: 2015.11.02 14:48:27 -08'00'

Name:	Deborah Marvin
Consortia Member:	Valley ROP
Email:	dmarvin@valleyrop.net
Date:	
Signature Box:	