Ventura County Adult Education Consortium

Adult Education Block Grant Template for 2015 - 16

Submitted by
Ventura County Adult Education Consortium

November 2, 2015

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Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-065

1.2 Consortium Name:

Ventura County Adult Education Consortium

1.3 Primary Contact Name:

William Waxman

1.4 Primary Contact Email:

Anb2474@yahoo.com

If applicable:

1.5 Fiscal Agent Name:

Ventura County Community College District

1.6 Fiscal Agent Email:

tharrison@vcccd.edu

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
Conejo Valley Adult School	Mike Sanders	(805) 497-2761	mikesanders@conejoadulted.org	16-Oct-15
Fillmore Unified School District	Stefan Cvijanovich	(805) 524-8037	scvijanovich@fillmoreusd.org	20-Oct-15
Moorpark College	Inajane Nicklas	(805) 553-4740	inicklas@vcccd.edu	20-Oct-15
Moorpark Unified School District	Alan Penner	(805) 816-8779	apenner@mrpk.org	27-Oct-15
Ojai Unified School District	Becky Beckett	(805) 640-4300 x1910	bbeckett@ojaiusd.org	17-Nov-15
Oxnard Adult School	Diana Batista	(805) 385-2578	diana.batista@ouhsd.k12.ca.us	12-Aug-15
Oxnard College	Luis Gonzalez	(805) 986-5949	lgonzalez@vcccd.edu	20-Oct-15
Santa Paula Unified School District	Frida Friend	(805) 933-8836	ffriend@santapaulaunified.org	21-Oct-15
Simi Valley Adult School and Career Institute	Michele Arso	(805) 579-6200 x1605	michele.arso@simivalleyusd.org	17-Nov-15
Ventura Adult and Continuing Education	Teresa Johnson	(805) 289-7925 x1012	teresa.johnson@adultedventura.edu	13-Oct-16
Ventura College	Tim Harrison	(805) 289-6121	tharrison@vcccd.edu	20-Oct-15
Ventura County Office of Education	Tiffany Morse	(805) 437-1421	tmorse@vcoe.org	8-Oct-15

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

The Ventura County Adult Education Consortium has completed and agreed to all items

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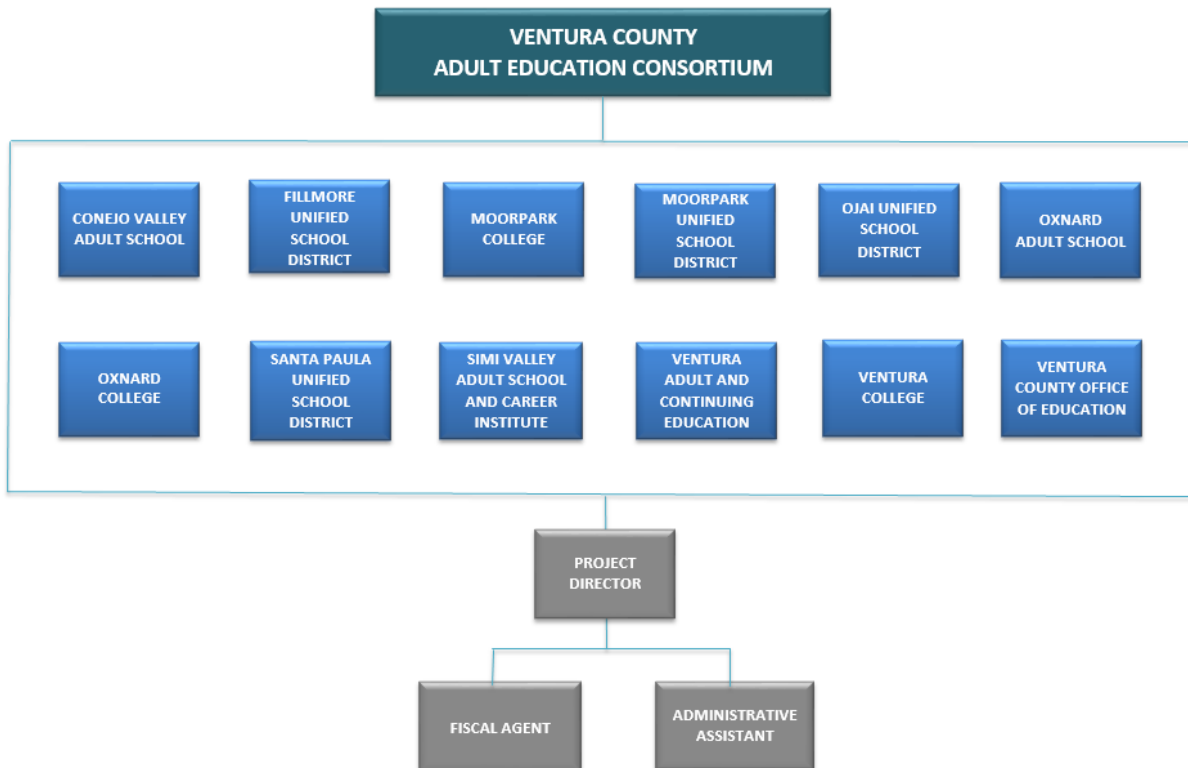
1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The Consortium is being fiscally managed by the Ventura County Community College District. Grant expenditures will be collected and imported by the Consortium Director in conjunction with the fiscal agent. The fiscal agent will certify all grant expenditures and information will be managed consistent with generally approved accounting procedures governed by the Ventura County Community College District.

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.**

A strategic plan has been designed to improve current programs and services to better serve the needs of the adult learners in Ventura County. An innovative plan, designed to be phased-in over a three-year period, focuses around three objectives to increase access, equity, and learner success throughout the entire county. The consortium's vision and goals are tied to the plan's primary objectives, designed to address the gaps in service identified in the AB 86 plan:

- *Alignment and Articulation: Align and articulate courses, programs, and services to provide pathways to academic and career endeavors;*
- *Counseling and Student Support: Develop, enhance, and refine comprehensive counseling and support services to ensure student success*
- *Transitional Services: Integrate existing programs by creating a new level of student services designed to seamlessly transition students to success in college or careers*

By working collaboratively to leverage resources and build upon existing competencies, the consortium believes it can provide robust opportunities for Ventura County adult learners. By the end of the 2015-16 school year, those activities enumerated in this template will either be in process, in place, or fully implemented. Data will evidence both initial gains made as well as set the bar for growth expectations and additional fiscal support for sustainability. The VCAEC acknowledges that our goals will be modest for 2015/2016, but our goals for the following years will completely address the areas of focus required by the AEBG. Success will come in measurable, incremental steps that are designed to build a capacity for excellence.

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.

> *All VCAEC members have disclosed their funding by source and completed the Member Allocations workbook, which has been included in this submission. For ease of reference, the summary table 3.1 showing estimated allocations of funding by program area is also provided below.*

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*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	$2,664,698	$443,755	$97,892	$0	$34,643	$482,916	$0	$0	$3,723,904
3.1b - English as a second language	$3,086,415	$806,899	$615,909	$0	$0	$992,210	$0	$0	$5,501,433
3.1c - Adults in the workforce (including older adults)	$105,035	$120,000	$0	$0	$0	$0	$0	$0	$225,035
3.1d - Adults training to support child school success	$129,896	$168,755	$0	$0	$0	$121,000	$0	$0	$419,651
3.1e - Adults with Disabilities	$78,776	$70,000	$0	$0	$0	$50,000	$0	$0	$198,776
3.1f - Careers and Technical Education	$4,693,474	$875,000	$0	$0	$4,000	$277,966	$0	$0	$5,850,440
3.1g - Pre-apprenticeship Training	$0	$10,000	$0	$0	$0	$0	$0	$0	$10,000
Total	$10,758,294	$2,494,409	$713,801	$0	$38,643	$1,924,092	$0	$0	$15,929,239

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.

> *All VCAEC members have disclosed their funding by source and completed the Member Allocations workbook, which has been included in this submission. For ease of reference, the summary table 3.2 showing estimated allocations of funding by program area is provided below.*

3.2 Consortium Allocations by Member (Estimated)

	Total Allocations to Members	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$11,368,919	$610,626	5.4%		
3.2b - Consortium Allocation	$2,619,129			$124,720	5%
Total	$13,988,048	$610,626	4.4%	$124,720	5%

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?

> *The VCAEC members accessing AB104 AEBG funds will utilize the Comprehensive Adult Students Assessment System (CASAS) to determine initial literacy levels, and the CASAS Works Skills Competency System (or similar) to assess job readiness, in order to place students and*

inform instruction in ABE/ASE, ESL, workforce development, CTE and pre-apprenticeship programs. CASAS post-tests will determine NRS Educational Functional Level completions.

- *Burlington English software is utilized for ESL instruction by the majority of VCAEC adult schools.*
- *Apex, Aztec, and Plato software provide online curriculum for VCAEC ABE/ASE programs. High School Equivalency certification is provided through GED and HiSET assessments.*

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

All VCAEC adult education programs use ASAP registration and class management software to record enrollment, attendance and demographic information, and CASAS TOPSpro Enterprise to record WIOA performance data. The VCAEC membership recommends that this tracking of AB104 AEBG-funded programs is funded from VCAEC operating costs, so uniform procedures can be utilized to determine countywide targeted outcomes.

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

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
Provide college and career counseling	January – June 2016	OUSD, SVUSD, VCOE	Increase the number of adults enrolled in career pathways programs	Number of adult students enrolled and attending ESL and Citizenship classes between 1/4/16 and 6/30/16. Number of ESL adult students who complete an Individual Learning Portfolio
Increase the number of available classes and family literacy activities	January – June 2016	SPUSD, MUSD	Serve at least 50 families attending Family Literacy activities.	Number of families attending Literacy Activities.
Computer Literacy Classes	January – June 2016	SPUSD	Served at least 50 adults through a Computer Literacy Class	Number of adults enrolled and attending a Computer Literacy Class
Workforce Development Academy, including older adults	January – June 2016	OAS, VACE	Improved collaboration with local community resources; job placement for program participants, stronger	Number of adults participating in workforce

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
			relationships with local businesses	
Adult Education classes in Ventura County Jails	January – June 2016	VACE	Improved regional collaboration, job placement, and enrollments in area programs for reentry program participants	Number of inmates participating in ESL, CTE, Job Placement, Career Counseling and Drug and Alcohol Programs.

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

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Expand and develop ESL programs for underserved areas	January – June 2016	OUSD, FUSD, SPUSD, VACE, OUHSD, CVUSD	Minimum of 20 students enrollment: 5% increase over 2013-2014 enrollment	80% of attendees will attain a one level EFL gain
Leverage partnerships to support development and implementation of programs in short term CTE, adults with disabilities, and adults in correctional facilities (Partners include the Department of Rehabilitation and Ventura Corrections)	January – June 2016	SPUSD, VACE	Create a CTE program for Adults with disabilities	Number of adults with disabilities enrolled and attending a CTE program
Provide child-care to facilitate the attendance of parents in ESL, Citizenship, and other program areas	January – June 2016	SPUSD, FUSD. OUHSD, OAS	Increases in enrollments and persistence rates	Number of parents attending ESL and Citizenship classes.

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

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Develop Career Center Exploration opportunities including new, existing, and incarcerated students.	January – June 2016	SPUSD, OUHSD, OUSD, VACE, VCOE	12% increase in the number of students served	CASAS
Develop a template for ESL individual student plan to track student progress. Use "student portfolios" to motivate student toward educational goal attainment.	January – June 2016	SPUSD, FUSD, OUSD, VACE	CASAS level gains; Student Portfolios to track ESL progress	Percentage of ESL adult learners completing their "student Portfolio
K12 volunteer/ paraeducator training in English and Spanish	January – June 2016	VACE, FUSD	40 certified volunteers and/or paraeducators will be trained	Number of hours of volunteer service provided by attendees; number of attendees hired as paraeducators.

| Integrated education and training | January – June 2016 | OUHSD | Vocational language for employment. | Course completion |
| Integrate technology to expand APEX | January – June 2016 | OUHSD, FUSD, CVAS, | Number of student hours logged in APEX | Course completions |

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

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Participate in AEBG Accountability training	Jan 2016-June 2016	All Participating Member Institutions	Track data attendance demographics. Increase consistent accountability for EFL gains, high school course completions and /or diplomas or their equivalents, job placements, and wage increases throughout the consortium.	Collect and utilize data in order to achieve AEBG goal attainment.
Career planning and transition training	Jan 2016-June 2016	All Participating Member Institutions	Consortium members will acquire knowledge to implement career planning and transition programs for adults.	Consortium members will be able to use selected programs to support transition activities, aptitudes and career interests. Collect and utilize data in order to analyze attainments.
Attend ESL training of Burlington English Training	Jan 2016-June 2016	All Participating Member Institutions	Standardize the ESL instructional content for adults in Ventura County	System-wide Implementation of Burlington English

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Outcomes Expected	4.5g. Method of Assessing Impact
Increase offerings of ESL classes	Briggs Elementary School District	Space and internet access for ESL classes	VACE	1/4/16 to 6/30/16	Expand available locations	Identify and use new space/ facilities.
Increase collaboration with DOR to improve existing pathways to employment.	Department of Rehabilitation (DOR)	Provides support for Adults with Disabilities.	Adult Education, Community Colleges	1/4/16 to 6/30/16	Increase the number of adults with disabilities who are referred to DOR and become clients.	Determine the number of adults linked to the DOR receiving employment support services referred through VCAEC
1) Develop career pathways from high school to adult education to community college to four-year college/ to careers with focus on entrepreneur-ship skills 2) Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC	Workforce Development Board of Ventura County	Referrals, counseling, funding sources, supportive services	Adult Education, Community Colleges, VCOE	1/16/16 to 6/30/16	Increase the number of adults enrolled in career pathways programs	Literacy and numeracy gains, high school diploma or its equivalency, attain job placement and/or post-secondary achievement training Numbers from Linked Learning and VC Innovates

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.

All VCAEC members have disclosed their funding by source and completed the Member Allocations workbook, which has been included in this submission. For ease of reference, the summary table 5.1 showing estimated allocations of funding by program area is also provided below.

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*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	$4,634,248	$1,074,399	$136,837	$0	$0	$424,000	$0	$0	$6,269,484
5.1b - Obj. 4: Gaps in Services	$2,568,942	$845,000	$381,964	$0	$0	$679,092	$0	$0	$4,474,998
5.1c - Obj. 5: Accelerated Learning	$1,154,476	$345,010	$30,000	$0	$34,643	$521,000	$0	$0	$2,085,129
5.1d - Obj. 6: Professional Development	$1,833,946	$110,000	$15,000	$0	$0	$100,000	$0	$0	$2,058,946
5.1e - Obj. 7: Leveraging Structures	$566,682	$120,000	$150,000	$0	$4,000	$200,000	$0	$0	$1,040,682
Total	$10,758,294	$2,494,409	$713,801	$0	$38,643	$1,924,092	$0	$0	$15,929,239

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 23-14 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.

> *All VCAEC members have provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission. For ease of reference, the summary table 6.1 showing projected targets for levels of service by program area is provided below.*

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

	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)	6413	6730	5%	.
6.1b - English as a second language	5510	5962	8%	
6.1c - Adults in the workforce (including older adults)	150	266	77%	
6.1d - Adults training to support child school success	83	228	175%	
6.1e - Adults with Disabilities	727	747	3%	
6.1f - Careers and Technical Education	3898	4122	6%	
6.1g - Pre-apprenticeship Training	0	20	0%	

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.

> *All VCAEC members have provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission. For ease of reference, the summary table 6.2 showing projected targets is provided below.*

Table 6.2: Performance Outcomes by Member – Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016	Notes
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.	5834	2590	44%	
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.	2450	1707	70%	
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.	1545	417	27%	
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.	124	101	81%	
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.	34	22	65%	
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	2087	1755	84%	
6.2g - % Placed in jobs, for those who had this goal during the current program year.	1183	645	55%	
6.2h - % With increased wages, for those who had this goal during the current program year.	1665	809	49%	

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.

> *The Ventura County Adult Education Consortium (VCAEC) has no extenuating circumstances to report at this time.*

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 Ventura County Adult Education Consortium (VCAEC) has selected ASAP as its enrollment and attendance system. It is proposed that, in addition to enrollment data, hourly attendance is included as a measurable outcome.*

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 Ventura County Adult Education Consortium (VCAEC) has coalesced into a highly functional amalgam of educational professionals dedicated to best serving the needs of adult*

learners.

The VCAEC has established an agree upon Governance Plan that guides the process by which decisions are made. The VCAEC has undertaken various qualitative and quantitative methods to identify needs and evaluate the quality of current services provided to adult learners in the region. Each officially designated representative has willingly and collaboratively shared with the group their experiences and perspectives in developing not only the AB 86 plan, but the Annual Plan and the Three Year Plan as well. In order to evaluate the effectiveness of the Consortium, the group will look to identify and implement a quality analysis tool, such as the Kano Model, or the A3 plan-do-check-act cycle. Coupled with examination of Outcome and Progress Measures, the VCAEC will seek to establish a new paradigm and practice of collaboration that supersedes the traditional model of independent action, and builds on the expansion of carefully examined outcomes and identified goals.

Section 7: Consortium Member Signature Block

Name: MIKE Sanders

Consortia Member: Conejo Valley Unified School District

Email: Mikesanders@ conejoadulted..org

Date: 10-2-15

Signature Box:

Name: FRIDA GOLDSTEIN - FRIEND

Consortia Member: SANTA PAULA UNIFIED SCHOOL DIS.

Email: ffriend@santapaulaunified . org .

Date: 10/2/15

Signature Box:

Name: Teresa Johnson

Consortia Member: Ventura Unified School District

Email: teresa.johnson@adulted.Ventura

Date: 10/15/15
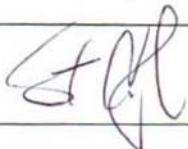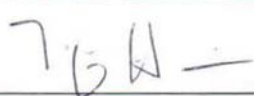
Signature Box:

Name: Fillmore Unified School District

Consortia Member: STEFAN CVIJANOVICH

Email: SCVIJANOVICH @ fillmore USD.ORg
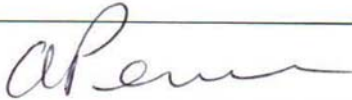
Date: 10/2/15

Signature Box:

Name: Tim Harrison

Consortia Member: VENTURA COLLEGE

Email: tharrison@vcccd.edu
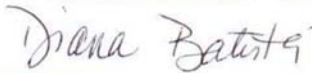
Date: 10-2-2015

Signature Box:

Name: Luis Gonzalez

Consortia Member: Oxnard College

Email: lgonzalez@vcccd.edu

Date: 10/02/2015

Signature Box:

Name:	Michele Arso
Consortia Member:	Simi Valley Unified School District
Email:	Michele.Arso@simivalleyusd.org
Date:	10/2/2015
Signature Box:	*(signature)*

Name:	Inajane Nicklas
Consortia Member:	Moorpark College
Email:	inicklas@vcccd.edu
Date:	10/2/2015
Signature Box:	*(signature)*

Name:	Tiffany Mase
Consortia Member:	Ventura County Office of Education
Email:	tmase@vcoe.org
Date:	10-5-15
Signature Box:	*(signature)*

Name: Moorpark Unified School District

Consortia Member: Alan Penner

Email: apenner@mrpk.org

Date: 10-2-15

Signature Box: *[signature: a Penn]*

Name: Oxnard Union High School District

Consortia Member: Diana Batista

Email: diana.batista@ouhsd.k12.ca.us

Date: 10-2-15

Signature Box: *[signature: Diana Batista]*

Name: Becky Beckett

Consortia Member: Ojai Unified School District

Email: bbeckett@ojaiusd.org

Date: 10/2/15

Signature Box: *[signature: Becky Beckett]*