AB104 Adult Education Block Grant -
Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-67

1.2 Consortium Name:

West Hills College Consortium

1.3 Primary Contact Name:

David Castillo

1.4 Primary Contact Email:

Davidcastillo2@whccd.edu

If applicable:

1.5 Fiscal Agent Name:

West Hills Community College District/Maria Battisti

1.6 Fiscal Agent Email:

Mariabattisti@whccd.edu

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

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Coalinga Huron	Jeff Hardig	559-935-7665	jhardig@chusd.k12.ca.us	9-13-16
Crossroads Charter	Laurie Blue	559-583-5060	lblue@armona.k12.ca.us	9-8-16
Firebaugh Las Deltas	Terry Anderson	559-659-3899	tanderson@fldusd.org	6-9-16
Golden Plains	Armida Espinoza	559-693-1115	aespinoza@gpusd.org	9-13-16
Lemoore Union	Victor Rosa	559-924-6610	vrosa@luhsd.k12.ca.us	10-22-15
Mendota	Rebecca Gamez	559-655-4471	rgamez@mendotaschools.org	10-28-15
Reef Sunset	Estela Jimenez	559-386-1369	ejimenez@rsusd.org	8-18-16
West Hills College	David Castillo	559-934-2166	Davidcastillo2@whccd.edu	9-22-15

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

The West Hills College Consortium is made up of 6 school districts, 1 charter school, and 1 college district (2 colleges). All members have agreed to participate on a voluntary and desired basis. All consortium members agree this is an opportunity to advance adult education in the region while helping to advance workforce development and develop a high skills employment pool for this region challenged by severe drought and the past years' economic downturn. Below is the Governance Template created by our consortium that helps define our commitment.

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

All entities within this region were invited to participate in this consortium from the programs onset.

Current members include the West Hills Community College District includes West Hills College Coalinga and West Hills College Lemoore, Crossroads Charter Academy, and the Unified School Districts of Reef-Sunset, Coalinga-Huron, Firebaugh-Las Deltas, Mendota, Golden Plains, and Lemoore Union High School.

Partners include Hanover Research, Fresno County WIB, Kings County WIB, Kings County JTO, Workforce Connection One-Stops, Hanford Joint Union High School District, Fresno County Department of Social Services, DIR Division of Apprenticeship Standards, Avenal State Prison, Pleasant Valley State Prison and all partners of the America's Job Center of California (AJCC) agencies.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

Each member will report bimonthly to the fiscal agent the number of courses offered, number of students in each course, funds expended along with categorized detail per course. Voting board members will review and evaluate all reported information.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

Each district member will send a signed official document or minutes from a board meeting naming

the official recognized person (this can be a name or a title) as the voting member representing their entity approved by their board. An alternate assigned voting consortium member from each entity can also be officially recognized (person name or title) to assure each entity is represented should first voting member be unavailable due to sickness or scheduling conflicts.

Although alternate designee's may officially vote, only the first assigned official person may sign formal documentation. Guidelines will be developed to ensure level of expectations and detail roles for alternate members.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

Notice of upcoming meeting dates will be disseminated via email and posted on-line at least 14 days before scheduled. Minutes from previous meetings will also be disseminated. Voting members will receive additional informational detail on all agenda items. Members will have the opportunity to attend meetings in person or by conference calls as available.

5. What will be the relative voting power of each member?

1 member = 1 vote

6. How will decisions be approved?

A quorum must be met followed by a simple majority vote to confirm decision approvals.
   ➢ Quorum will consist of more than half of voting members attending.
   ➢ Votes must be passed by simple majority of attending members.

7. How did you arrive at that decision-making model?

The decision-making model was introduced, discussed, and voted on during a consortium meeting that included the required quorum and simple majority vote from the attending voting members.

8. How will proposed decisions be considered in open, properly noticed public meeting of the consortium at which members of the public may comment?

Proposed decisions will be introduced, discussed, allow for public comment, and voted upon by official voting members.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

Posting will take place at all member districts and will also be posted on-line fourteen (14) days

before a proposed decision. Members of the public may address the voting board at a regular meeting during public comment time or may place an item on the agenda by submitting a written summary of item at least seven (7) days prior to the board meeting.

10. Describe how comments submitted by members of the public will be distributed publicly.

Members of the public 1) may address the voting board at a regular meeting during public comment time or 2) may place an item on the agenda by submitting a written summary of item at least one week prior to the board meeting. All public comments during meetings will be included in meeting minutes that will be available to all members and the general public.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

All interested entities will be added to a distribution email list; this list of entities will be included in dissemination of meeting information, minutes, request for information and comments regarding a proposed decision. All members will make suggestions for contacting/adding their local entities to the distribution list. Current list of partners include Hanover Research, Fresno County WIB, Kings County WIB, Workforce Connection One-Stops, Kings County JTO, Hanford Joint Union High School District, Fresno County Department of Social Services, DIR Division of Apprenticeship Standards, Avenal State Prison, and Pleasant Valley State Prison.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

Official voting members will review and ensure funds apportioned for the program shall be used only for the support of items listed in Ed Code 84913 of the Adult Education Block Grant Program. AEBG funds will only be utilized specifically for meeting the Adult Education goals and objectives of AB86/AB104. Distribution schedule will be reflective of decisions made by the voting consortium members.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

The Consortium has designated West Hills Community College District to act on their behalf as the Fiscal Administrator to receive and distribute funds to each member on a schedule approved by voting members.
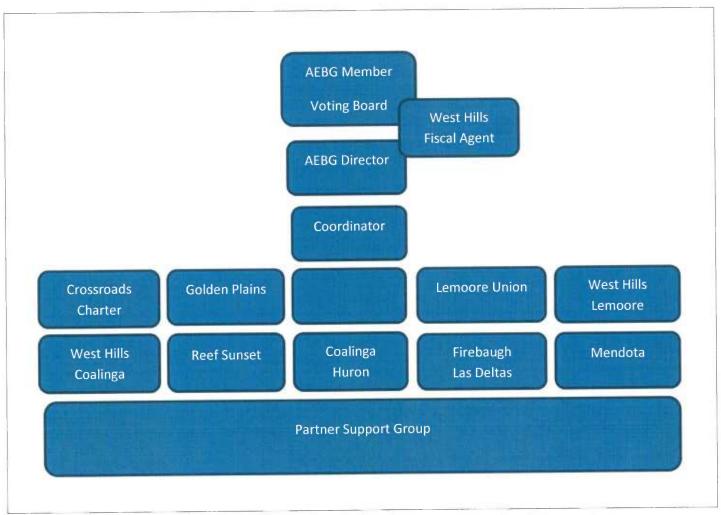
14. How will members join, leave, or be dismissed from the consortium?

All changes for membership in the consortium will include completion of a "Membership Change Status Form" to be reviewed and action taken by voting members at the next upcoming meeting.

15. Does the consortium have a formal document detailing its working beyond this questionnaire?

A web link to current website will be provided to all and will include all meeting agendas, minutes, documentation, and resources that addressed completion of this form and additional information. Website link: http://www.westhillscollege.com/district/grants/ab86/

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?

Managing of funding will take place by each member being responsible for knowing and understanding allowable expenditures and intent of funding goals and objectives. Each member will be reporting to fiscal agent in a timely manner any required information whether fiscal or program required for state reporting, current status, completion status, public interest, or other related reason. This will ensure fiscal and program transparency among the consortium and with general public.

The West Hills College Consortium has reiterated its interest in having West Hills Community College District continue as their fiscal agent. This determination was made in part because of previous and existing staffing expertise in successfully managing a large number of grants totaling over ten million dollars annually.

A West Hills grants accountant supervisor (Maria Battisti) has been identified to work with this grant and will be the fiscal contact person. Ms. Battisti will be working directly with Director David Castillo and the AEBG Official Voting Member Board (OVMB) to assure funding status and expenditures are fully transparent and information is available to all consortium members. Balance and expenditure reports will be provided to the OVMB for each of the planned monthly meetings. This fiscal information will also be provided for each AEBG fiscal and program reporting obligation to the Director who will be responsible for collecting, organizing, and documenting information to meet the reporting requirements.

The West Hills Deputy Vice Chancellor (Ken Stoppenbrink) will have the responsibility of certifying reports prepared for State Chancellors Office portal. Mr. Stoppenbrink has extensive years of experience in leading the districts fiscal responsibilities including certifying multiple state and federal grant funded reporting requirements.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following 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.

All consortium member districts began implementation of Adult Education within this high need region in January 2016. Overall, membership leaders utilized both the completed research in adult education that has taken place and also the local knowledge and resources to meet the common needs of the rural communities. Research in marketing directly to adults, is of high value as use of multiple marketing formats are utilized to ensure the largest response to courses and programs are realized. Implementation is aligned with much of the original AB86 3-year plan. However, the focus is more on direct instruction. Members have demonstrated an interest in combining available resources within and outside of the membership to best serve the population needs. Partners have been recognized for their contributions and input as they also have large roles in manufacturing, processing, training, employment, and especially in the agriculture related communities we serve.

Hispanics make up the majority of the rural population; this group has been identified throughout the process as "in high need of assistance" as many have limited English language, experience educational barriers, and commonly are identified as having low employment skills. Addressing these needs was initiated by providing English as a Second Language (ESL), High School Equivalency, and Citizenship courses. This combined with Career Technical Education courses assisted them in obtaining the advanced levels now required for many agriculture related jobs and also to encourage entrance into post-secondary education.

Our region has historically been an underserved area with most jobs having ties to agriculture. Agriculture related jobs have traditionally been held by Hispanic immigrants. These jobs are typically seasonal, low wage paying and have low education and skills requirements, but times are changing. Agriculture has been able to endure many challenges by incorporating multiple new technologies. These new technologies in turn are now demanding higher knowledge and skill-sets levels of their employees.

Offering basic skills courses in various communities vastly assist in publicizing additional programs and sparking additional interest in sequential courses while addressing previously identified gaps. These courses will include, but not limited to Basic Skills, English as a Second Language, Workplace English, Literacy, and potentially Parenting success. All members agreed Basic Skills courses should be offered in every rural community as public transportation is almost non-existent and vehicle ownership cost are prohibitive for most of basic farm labor force; additionally, what little public transportation is available is only provided on sporadic schedules in more populated communities, thus continues to be a challenge in the region. Collaboration with various agencies was reviewed for potential cost effective methods of addressing this issue. Basic skills programs began with assessments of current levels and scheduling series of applicable courses with overall goals of participants earning a High School Equivalency or high school diploma. Courses are offered in both traditional and non-traditional schedules to best serve the population. Additionally, bi-lingual assistance is made available when/where possible to assist and increase success rates. Partnerships with AJCC and local employers will greatly assist in placing completers. All member communicate and encourage expanded academic and short-term Career Technical Education (CTE) courses.

Membership leaders recognize the tremendous need for a variety of short term CTE courses and pathways. Identified skills courses align with employer need and potential employment and/or continued post-secondary education. Recognized certifications are targeted end results, and some were realized in the first year. The CTE focus includes employer identified skill-sets that can lead to employment, alignment of curriculum, instructor professional development, and delivering quality instruction.

Members will maintain a goal of implementing programs in the most efficient and effective means possible that serve the interest of the students. Existing outside funded not-for-credit programs will utilize AEBG funding where possible to "blend" programs that align and meet the goals of both as long as they both meet all regulatory requirements of each. For AEBG, this includes receiving prior approval from CCCCO before initiating any "blended" programs. Programs that may target blended funding include both Basic Skills and Career Technical Education courses. Reasons for program selection includes great promise for student completion, high employment placement potential, and increase wage earning potential.

Members coordinate schedules to allow students to participate in various sequential levels of instruction with limited duplication. Collaborations among members and partners allow sharing of facilities, equipment, and even instructors at times. Collaborations with partners allows for instructor externships that will help align the required knowledge base and employment skills with instructional goals toward addressing identified Implementation Strategies for Gaps.

Members noted some concerns for finding and keeping quality instructors. This was addressed by fully utilizing available instructors by coordinating schedules thus allowing teachers to instruct at various sites. This format offered temporary instructors consistent employment and consistency with quality of instruction while meeting required employment competencies, alignment with sequential courses, and cultivating relationships between instructors and community members.

Our consortium partners include two local prisons; these partners have shared the population of ex-offender and at-risk adults could really use the instruction offered by adult education. The formats for best serving this population is still under development, but collaboration again is key to success for all.

The last group to address are adults with disabilities. This group has limited representation at meetings. West Hills College – Lemoore developed and delivered a transition program that can serve much of the regions disabled. The program included group sessions addressing transition from k-12 to college and transition from adult programs to college and/or employment.

Section 3: Consortium Services and Funding Allocations

3.1 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 **Section 3 Workbook**, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to

provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. *NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do* NOT *include these amounts in your calculations of MOE and Consortium funds.*

	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)	$114,126	$211,000	$32,138	$50,000	$170,387	$25,000	$0	$1,164,372	$0	$1,767,023
3.1b - English as a second language	$201,658	$121,406	$63,930	$20,238	$100,000	$5,000	$0	$32,272	$0	$544,504
3.1c - Adults in the workforce (including older adul	$0	$39,500	$150,000	$30,000	$28,062	$0	$0	$0	$0	$247,562
3.1d - Adults training to support child school succe	$18,896	$0	$0	$0	$0	$0	$0	$0	$0	$18,896
3.1e - Adults with Disabilities	$0	$85,594	$50,000	$20,000	$20,000	$0	$0	$1,049,245	$0	$1,224,839
3.1f - Careers and Technical Education	$20,000	$107,500	$258,370	$120,000	$215,000	$0	$0	$5,589,182	$0	$6,310,052
3.1g - Pre-apprenticeship Training	$0	$15,500	$0	$0	$0	$0	$0	$0	$0	$15,500
Total	$354,680	$580,500	$554,438	$240,238	$553,449	$30,000	$0	$7,835,071	$0	$10,128,376

3.2 Consortium Allocations by member. The <u>spreadsheet</u> described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

	Total Allocations to Members	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$335,180	$0	0%	$0	0%
3.2b - Consortium Allocation	$645,000	$0	0%		
Total	$980,180	$0	0%	$0	0%

Section 4: Overview of 2015-16 Action Plans

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

4.1 Objective #3: <u>Integrate existing programs and create seamless transitions into postsecondary education or the workforce.</u> **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.

Potential employment opportunities are enhanced by making good connections with local employers and partners. The consortium assists students by partnering with training agencies, county programs, employers, department of corrections, and numerous others. Partners assist with use of specialty equipment, training facilities, and ensure alignment of curriculum with workforce needs. Partners like Workforce Connection and Proteus additionally assist participants with support services. Support services can make the difference between being able to complete a program or having to drop out due to expenses that can include transportation cost (gas money/car repairs), required work Personal Protective Equipment (PPE) such as hardhats or steel toe boots, and/or assistance with rent payments while attending a training course.

The consortium will also assist students by offering various support systems whether attending Adult Ed or college level courses. These include support from trained academic counselors and CTE focused counselors who can help students with status assessments, developing educational plans, informing students of requirements, pathways, and setting long term career goals; administrative leadership who can share long term vision on career goals; financial aid and Board of Governors fee waivers to assist with financial obligations; studying facilities, computers with internet, and knowledgeable instructors to help with specific subject content and instruction on learning how to search for information and multiple others. These combined efforts will assist students whether they choose to continue academics or start their employment career.

4.1a Provide a description of your 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?**

CASAS testing offers both academic and skills related formats at relatively low cost; this aligns with the needs of most entities and thus will be utilized for most of the initial student assessments as well as to show growth as student's progress thru programs.

Initial assessment results will be relayed to counselors who will assist students in group settings. Students will learn about various program offerings in different locations. They will learn about CTE pathways and what they can expect for employment upon completion. This format will allow participating adults to gain knowledge of all program offerings and schedules so they can assess what works best for them. Pathways information will include both academic and CTE tracks. Student enrollment will be quick and easy and curriculum samples will be shared to spark additional interest.

Most basic skills courses will be offered in an open-entry open-exit format to allow more to attend with the added flexibility. All basic skills courses will target high school equivalency followed by either college level courses and/or short term CTE.

CTE courses incorporate some initial knowledge and skills assessments where required to ensure students are ready for the level of instruction that will take place in the particular course. Students with limited English will be assessed individually by instructors when required.
Some courses may include contextualized workplace language skills to further prepare students for real jobs.

Courses regardless of content will be based on sequential levels and expanded certifications. Members have relayed the importance of delivering various levels to allow greater student success and set a trend to continuing education, skill-set advancements, and upward career movement. For these reasons, discussions for aligning curriculum formats and course scheduling in neighboring communities has been very important. This is especially true when providing sequential CTE courses in close proximity when connecting to recognized certifications.

Initial short-term CTE courses include forklift certifications, OSHA safety certifications, Maintenance Mechanic, auto mechanic certifications, and welding certifications. Forklift and OSHA were initiated first, followed by the others. Partner agencies co-enroll participants whenever possible to allow for additional support services. Additionally, the skills trainings provided will align with local employers for improved employment potential.

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 consortium utilized paper format documentation for enrollment, however an inexpensive electronic tracking system was researched to streamline the data collection process and keep required staff to a minimum. As a consortium, all members agreed that we would be collecting information based on WIOA formats unless Chancellor Office stated differently; this will include Name, address, phone, DOB, email, gender, SS#, selective service registration/veteran separation/discharge type, employment status, disabled status, ethnicity, and education levels. Completion reports are included for all courses and progress reports are included for courses longer than 6 week terms.

The collective of these items will allow tracking by multiple query points and will be used to identify performance amongst different groups, program performance, and improve program planning and implementation practices. All information will also be utilized as part of the overall evaluation of classes and programs.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Marketing flyer	December 2015	All	Orientation dates publicized, increased enrollment	Enrollment numbers in courses
Orientation for multiple courses	January	All	Improved enrollment numbers	Enrollment numbers
CASAS assessments	Align with course start dates	All	Correct placements	Success rates
Progress reports	Spring 2016	All offering 6 week or longer courses	Identify & connect with struggling students	Number of struggling students succeeding
Assess Completion rates	Upon course completion	All	Evaluate course & program – revise & improve or discontinue	Based on percentage of student success
Job placement assistance	Co-enroll with various county programs	Partner agencies such as Workforce, Proteus, DSS, JTO	Improved student support and success & employment	Completion rates and employment

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.**

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Basic Skills courses	January thru June	All in coordinated effort	Improved academics and confidence	Number of participants and completers
ESL courses	January thru June	All in coordinated effort	Improved language skills	Participants continuing courses and obtaining jobs
CTE skills courses	January thru June	All in coordinated effort	Improved job skills and certifications	Participants continuing courses and obtaining jobs
Co-enrollment with county partner agencies	January thru June	Partner agencies	Case management, Student support services and improved	Percentage of completers and number of students employed

			completer percentage	
Connecting with employers	March thru June	All in coordinated effort	Better connections, improved partnerships, more potential employees	Number of participating employers, quality of participation
Disabled transition program	June	West Hills College coordinated effort	Improved student participation in programs and college enrollment	Number of participants, number of college enrollments
Short term CTE	January thru June	All in coordinated effort	Improved skills and employment	Number of participants and number employed

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).**

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Non-traditional scheduling (nights & weekends)	January thru June	All	Additional & consistent attendance	Per attendance and per student confirmations
Accelerated CTE schedules	January thru June	All	Improved completion percentages	Per completion & student confirmations
Contextualize workplace language within CTE	January thru June	Those offering CTE	Improved understanding & success	Per student confirmations
Bi-lingual assistance as required and when possible	January thru June	All	Additional participation & improved understanding	Per attendance & student confirmation
Various learning theories per	April thru June	All as applicable	Increased student motivation and	Based on student participation and

			success	interaction
research				
Cohort formats	January thru June	As applicable	Create learning communities, increased social interest	Increased persistence, participation, and success
Marketing of all consortium courses at one website	January and ongoing	All	Expanded opportunities for students	Additional cross pollination of students

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.**

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Combined PD by subject content as possible	January and ongoing	All	Enhanced communication, align content levels, align Pathways, and sharing curriculum and delivery system strategies	Collaboration between sites and program alignment results
Combined CTE certifications	January and ongoing	All	Enhanced communication, align content levels, align pathways, and sharing curriculum	Collaboration between sites, program alignment results, and student certifications
Instructor externships	January and ongoing	All as applicable, industry partners	Expanded curriculum alignment to region workforce needs, expand & update technologies	Number of participating instructors and partners

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.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Co-enrolling participants	Workforce (WIA), Proteus, DSS, EDC, JTO	Student support services	All as applies to partner requirements	January thru June	Increased student success & completers	Number of co-enrolled students and services provided
Leveraging of partner programs	WIA, WIT, Proteus, DSS,EDC,JTO	Leverage services already delivered by partners	All as aligns to member requirements	January thru June	Shortened completion time, increased levels, lower cost	Number of leveraged programs, number with increased levels
Meeting participation	WIA, WIT, Proteus, DSS, EDC, JTO, CDCR, employers	Knowledge base for instruction and employment	All	January thru June	Curriculum alignment with jobs, aligned technology, broader base of students	Number of partners attending meetings, and contributions
Leverage resources	WIA, WIT, Proteus, DSS, EDC, JTO, CDCR, employers	Use of tools, equipment, facilities, externships, presenters, and potential instructors	All	January thru June	Curriculum alignment, advanced level technology, PD trainings, and lower cost	Resources utilized, number of contributing partners,

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for 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 Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from**

the spreadsheet roll-up amounts. Do <u>NOT</u> include these amounts in your calculations of MOE and Consortium funds.

5.1 Allocations by Objective and Fund Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition	$50,000	$71,797	$108,370	$20,000	$71,387	$0	$0	$1,750,000	$0	$2,071,554
5.1b - Obj. 4: Gaps in Services	$235,180	$398,203	$177,314	$90,238	$366,062	$5,000	$0	$1,753,471	$0	$3,025,468
5.1c - Obj. 5: Accelerated Learning	$0	$138,500	$250,000	$120,000	$146,000	$25,000	$0	$4,191,600	$0	$4,871,100
5.1d - Obj. 6: Professional Development	$5,000	$34,500	$10,000	$10,000	$0	$0	$0	$140,000	$0	$199,500
5.1e - Obj. 7: Leveraging Structures	$0	$2,000	$0	$0	$0	$0	$0	$0	$0	$2,000
Total	$290,180	$645,000	$545,684	$240,238	$583,449	$30,000	$0	$7,835,071	$0	$10,169,622

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas 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. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills	3283	850	850 for AB104 $
English as a second language	150	769	
Pre-apprenticeship training	0	30	
Careers and Technical Education	376	231	376 CTE vs 231 certifications
Adults training to support child school success	0	70	
Older Adults in the workforce	0	160	
Adults with Disabilities	317	85	85 for AB104 $
Total	4126	2195	

6.2 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, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.	94%	
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	71%	
% Completion of HSD or Equivalent, for those who had this goal during the current program year.	50%	
% Transition from K-12 adult to post-secondary.	50%	
% Transition from non-credit to credit in post-secondary.	60%	
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	78%	
% Placed in jobs, for those who had this goal during the current program year.	61%	
% With increased wages, for those who had this goal during the current program year.	57%	

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)

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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)

As a consortium, we have experienced the changing needs of these communities. We see the changes as more and more residents don't qualify for available jobs. Technology is being incorporated at a fast pace and the knowledge and skills required to operate and maintain these technologies are not common place amongst our average community members who are unemployed. The effectiveness of the programs will be measured and evaluated in large part by how much of an impact we can make on the available workforce. This is what is required to keep businesses profitable and in turn keep jobs here.

Current challenges, however are many as this region can be best described as a 70 plus mile stretch of rural communities with limited transportation whose primary income base is derived from agriculture. The population serving agriculture has traditionally worked as low skilled general

labor and hasn't had to focus on being tech savvy. Additionally, most farm labor typically has limited English skills. This means it is vital that our programs prepare to begin with very low levels of education and skills and raised them to a level where they can enter this new high knowledge, high tech job market.

These are some of the reasons our members are offering Basic Skills in every community, ESL classes in various locations, and increasing levels in coordinated schedules to ensure there is always a class that students can attend without having to travel far. Longer term goals for many is simply earning a High School Equivalency Certificate or high school diploma.

A concern from members is how to keep students motivated throughout this process. The intent is to keep short term courses available that have high success rates and keep student interest. Our hope is students will have improved employment opportunities and can have multiple entry and exits throughout the education and training process. The goals are to raise participant basic skills levels that can allow entrance into for-credit post-secondary courses and CTE pathways. CTE goals target recognized certifications that align with regional employers to assure what is being taught relates to what employers need. We will also rely on local employers and county partners throughout this process to help guide and align these programs with current and future skills requirements.

Student evaluations of courses will be a tool to continuously improve our programs and assure we are meeting the needs of students. Their approvals are reflected by their continued attendance and their continued success. Additionally, employers that have hired program students are surveyed to gain insight as to how we can again improve the knowledge and skills results of exiting participants.

In summary, the services provided are vital to our communities and families. We are committed to addressing the needs of employers, employees, and community members. Collaboration is key to our success as we move forward.

2015-16 West Hills College AB104 AEBG Annual Plan

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3