



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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Table 1.7 – Consortium Membership (add rows as needed)

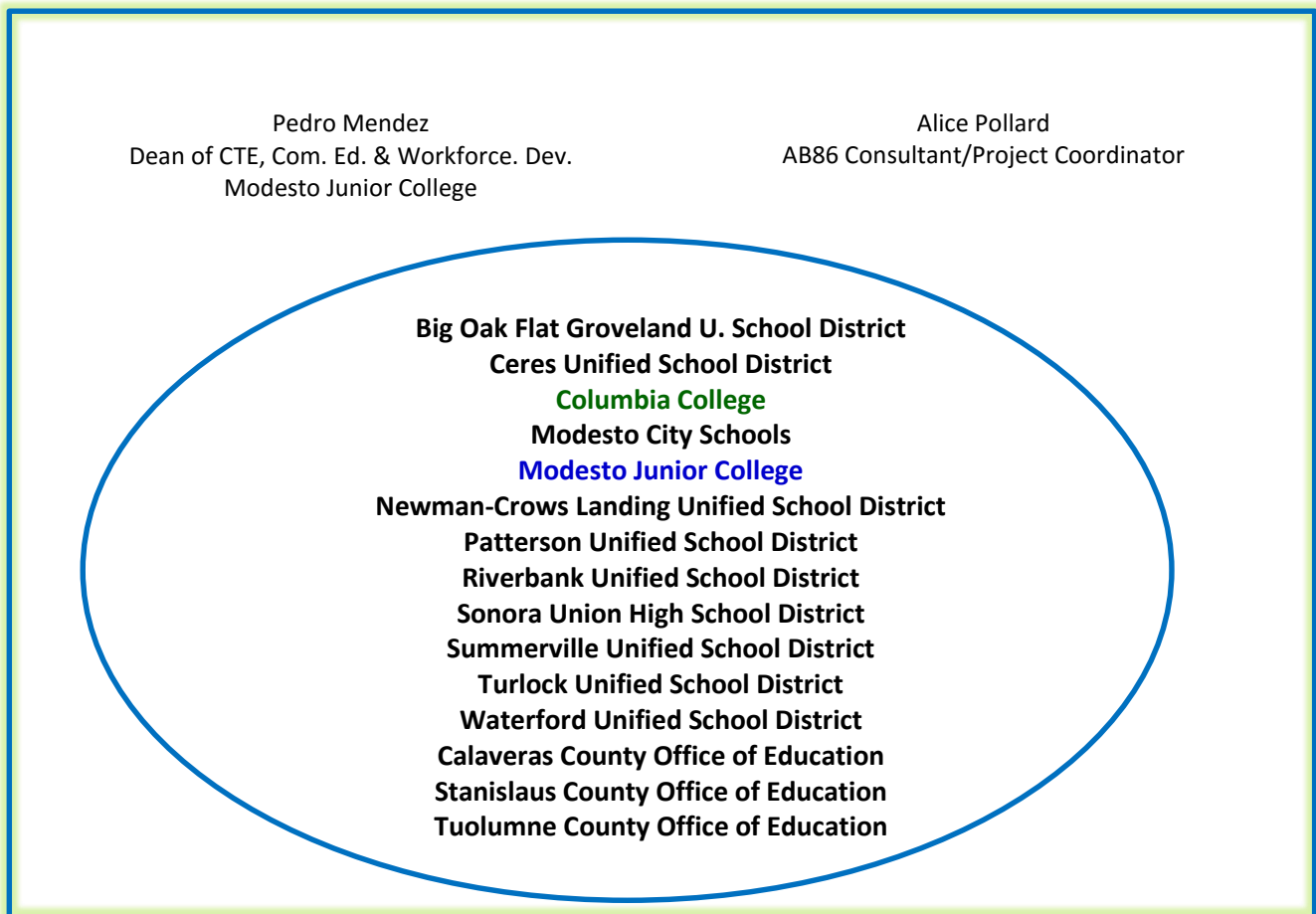
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Columbia College	Dr. Angela Fairchilds	209-588-5115	fairchildsa@yosemite.edu	9/9/15
Modesto Junior College	Pedro Mendez	209-575-6332	mendezp@mjc.edu	10/15/15
Calaveras COE	Scott Nanik	209-736-2138	snanik@ccoe.k12.ca.us	8/17/15
Stanislaus COE	Cindy Young	209-238-1515	cyoung@stancoe.org	9/18/15
Tuolumne COE	Cathy Parker	209-536-2073	cparker@tuolcoe.k12.ca.us	10/10/15
Big Oak Flat Groveland SD	Dave Urquhart		durquhart@bofg.k12.ca.us	9/9/15
Ceres Unified	Jay Simmonds	209-556-1552	jsimmonds@ceres.k.12.ca.us	10/1/15

Modesto City Schools	Eric Andersen	209-550-3303	andersen.e@monet.k12.ca.us	8/17/15
Newman-Crows Landing SD	Rick Gonzalez	209-862-2309	rgonzalez@nclusd.k12.ca.us	9/10/15
Patterson USD	Jeff Rowe	209-667-0643	jrowe@patterson.k12.ca.us	8/8/15
Sonora Union SD	Pat Chabot		pchabot@sonorahs.k12.ca.us	9/15/15
Turlock USD	Isaias Rumayor	209-667-0643	irumayor@turlock.k12.ca.us	8/18/15
Waterford USD	Jose Aldaco	209-874-1809	jaldaco@waterford.k12.ca.us	10/10/15

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.

Yosemite Community College District Region



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?

Teresa Scott, Executive VC of Fiscal Services. The YCCD will enter into sub-contracts via MOUs with AE Consortium Members for implementation of Work plan efforts. Allocation amounts will be approved by YCCD Consortium Board, under the stated governance procedures submitted.

YCCD, as a fiscal agent, will verify all grant expenditures and related work through QSS accounting systems and a quarterly narrative system.

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.**

The Yosemite Consortium (Stanislaus Mother Lode Regional Consortium) proposes to improve and expand adult education in Stanislaus, Calaveras, and Tuolumne Counties by focusing on the following three priorities as identified by consortium voting members.

1. Expand programs currently in existence to include English as a Second Language, Career Technical Education, and Adult Secondary Education.
2. Reduce barriers and increase access and success for adult students by providing child care, career and college coaches/counselors, and increasing program offerings to include both day and evening classes at additional locations throughout the three county area. Additionally we will increase technology and classified support to these programs in the form of updated software programs, distance learning sites, and clerical and para-professional support.

- Implement high wage/high demand courses and opportunities that will lead to specific industry certifications.

During the remainder of the 2015-16FY the Stanislaus Mother Lode Consortium members are focused on the implementation of a 6 month work plan. These efforts support primarily re-building and building efforts in adult education for our three county region. The Consortium will schedule consistent meeting dates that support approved governance and operating procedures. It is anticipated that this work will assist in developing a clear picture of regional needs and resources.

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		WCA Title II (Adult Education & Literacy)	Adult Persons	CalState	LDSF*	COST	DCEI 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%

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

- o 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?

Consortium members will use assessment tools that include CASAS, ASAP, community college English, reading and math assessments, graduation rates, ACT Work Keys, course articulations, and guidance counseling (transition staff, counselor, career counseling).

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 members will use locally approved student information tracking systems to collect student enrollment, demographics and performance (i.e. AERIES, ASAP, PROMIS, DATATEL (Colleague)). Data will be used to analyze and evaluate trends and determine efficacy of adult learning deliverable strategies.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Postsecondary transition counseling	Provide transition staff by Jan 2016	Ceres Unified - Ceres Adult School	Provide staff at secondary Adult Ed level to transition adult learners to postsecondary education and training opportunities.	Case management records and follow up of adult learners ready to transition
Career preparation boot-camp	Offer 8 week Career Prep boot camp starting in Jan 2016	Ceres Unified - Ceres Adult School	Increase access for adults to obtain job placement readiness skills	Course enrollment rosters and completion data
Counseling Services	1/1/16 – 12/31/16	MCS	Transition to work and higher education	Core performance follow up survey
Hire Career Guidance Counselor	January, 2017	Any smaller districts that may want to partner and share costs.	More program graduates transition to post-secondary education or the workforce.	Survey program graduates prior to having Counselor on board and after. Compare post-secondary and employment achievement rates.
Partner with local WIOA Title I provider to co-	July 1, 2016	Patterson Joint Unified School District	Increase in program graduates who obtain	Survey program graduates prior to

enroll students.			employment and/or additional vocational training.	partnership and after. Compare employment rates for both populations.
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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
Vocational Presentations & Training	Annually	Riverbank Unified School District	<ul style="list-style-type: none"> - Increase of Parent/Adult knowledge of available jobs/vocations within the local area - Increase in employment opportunities for program participants 	<ul style="list-style-type: none"> - Pre-Post Surveys distributed annually - Anecdotal information collected from bi-annual Focus-Groups
Expansion of Transition Staff from 10 months to 12 months and Student Worker time on the MJC West Campus to support ESL Adult Learning Community	January - December 2016	Modesto JC – Literature and Language Arts Division	Increase enrollment of ESL students by __%, Increase ESL persistence by __%, Increase ESL Success by __%.	(1) MJC non-credit and credit ESL enrollments, persistence and success data. (2) Satisfaction Surveys
ESL Faculty Lead	January - December 2016	Modesto JC – Literature Language Arts Division	ESL program Coordination, curriculum alignment, and common assessment	Progress on curriculum and assessment alignment between community college and adult school providers
Professional Development	Spring 2016-Fall 2016	Turlock Unified School District *(all consortium members)	Opportunities for teacher/staff to participation in professional development related to effective instruction, curriculum, and formative/summative assessments.	<ul style="list-style-type: none"> • Teacher Surveys • CASAS Assessment results • Student matriculation/retention rates
Faculty Collaboration	Spring 2016-Fall 2016	Turlock Unified School District (all consortium members)	Opportunities for teacher/staff collaboration leading to aligned lessons, curriculum, and ultimately articulation agreements	<ul style="list-style-type: none"> • Teacher Surveys • CASAS Assessment results • Student matriculation/Retention rates

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
College Information Day/Night-specific/catered for the adult learner	Spring 2016-Fall 2016	All consortium members	Increased enrollment to postsecondary education	<ul style="list-style-type: none"> Student matriculation/retention rates

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
Expand # of ESL courses	Offer 4 additional ESL classes by Jan 2016	Ceres Unified - Ceres Adult School	Increase access to more adult learners	Course enrollment rosters and completion data
Respond to Gap for English in the Workplace	Offer one English in the Workplace teacher by Jan 2016	Ceres Unified - Ceres Adult School	Increase adult learners abilities to quickly transition to the workplace	Course enrollment rosters and completion data – pre and post survey information
Respond to gap for Citizenship classes	Offer 3 citizenship classes by Jan 2016	Ceres Unified - Ceres Adult School	Increase access to citizenship classes	Course enrollment rosters and completion data
Respond to gap for Computer literacy classes	Offer 3 computer literacy classes by Jan 2016	Ceres Unified - Ceres Adult School	Increase access for adults to develop skills in computer literacy	Course enrollment rosters and completion data – pre and post skills assessment

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Respond to gap for academic counseling	Provide academic counselor by Jan 2016.	Ceres Unified - Ceres Adult School	Provide staff at secondary Adult Ed level to provide academic counseling to keep adult learners focused on completing their secondary education goals.	Case management records and follow up of adult learners passing GED or earning high school diploma
Expand Program at Sonora UHSD by .6 FTE	Jan 2016- December 2016	Sonora USD, TCSOS, Columbia Community College	An additional 15 -20 students will be served. (Diploma) (80 annually)	Completion rate
Develop and Implement an Adult Education Classroom - Summerville UHSD	Jan 2016- December 2016	Summerville USD, TCSOS, Columbia Community College	Serve approximately 15-25 students. (Diploma) (25 Annually)	Completion rate
Develop and Implement an Adult Education Classroom at Tioga HS (BOFG)	Jan 2016- December 2016	BOFG, TCSOS, Columbia Community College	Serve approximately 5-15 students. (Diploma) (20 Annually)	Completion rate
Develop and Implement Adult Education Services (TCSOS) to serve Sierra Conservation Center	Jan 2016- December 2016		Serve approximately 20 incarcerated students at a time (Diploma) (~45 students served)	Completion rate
Develop and Implement Adult Education Services (TCSOS) to serve TC Jail (Diploma) (~10 students served)	Jan 2016- December 2016		Serve approximately 5-8 incarcerated students at a time (Diploma) (~15 students served)	Completion rate
Expand GED preparation services in Tuolumne County - morning & evening classes at TCSOS	Jan 2016- December 2016		Serve ~50 students served total	Completion rate

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Re-establish program at Calaveras River Academy by .6 FTE.	Jan 2016- December 2016		80-100 students are served annually. (Diploma)	Completion rate
Expand ESL classes regionally	Jan 2016- December 2016		100 students served regionally – new center at Jamestown	ESL class participation
GED Registration and support for College Classes at SCC	Jan 2016- December 2016		75 students served regionally – new center at TCSOS	GED passing rate
Expand ESL course offerings	1/1/16 – 12/31/15	MCS	Increase student numbers	Enrollment counts
Contract with existing training providers to offer vocational programs in our rural community where the capacity to provide such programs doesn't exist locally.	January, 2016	Patterson Joint Unified School District	PJUSD Adult School provides a variety of basic education and vocational offerings	Compare number of adult education offerings prior to contracting and after contracting.
Coordinate with the neighboring school district in West Stanislaus County to increase adult education offerings for residents of the West Side	January, 2016	Patterson Joint Unified School District Newman/Crows Landing School District	The variety of adult school offerings available to West Stanislaus County residents increases	Compare the variety of program offerings in West Stanislaus County before and after coordinating efforts

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
English Language Literacy Classes	Annually	Riverbank Unified School District & Learning Quest – Stanislaus Literacy Centers	<ul style="list-style-type: none"> - Increased parent literacy rates in the English Language - Increase in adult job opportunities & placement - Increased student performance because of parent understanding of the English language. 	<ul style="list-style-type: none"> - Pre-Post Surveys, distributed annually - Reported data from the California Healthy Kids Survey - Reported Census Data recorded annually
Distance Learning/Supplemental Instruction (<i>Burlington English</i>)	Spring 2016-Fall 2016	Turlock Unified School District	Increased number of students with access to technology (distance learning, CASAS assessment)	<ul style="list-style-type: none"> • Student Surveys • CASAS Assessment Results • Graduation Rates • Attendance Rates
Technology-Mobile Cart Units/wireless access	Spring 2016-Fall 2016	Turlock Unified School District *(all consortium members)	Increased number of students with access to technology (distance learning, CASAS assessment)	<ul style="list-style-type: none"> • Student Surveys • CASAS Assessment Results • Graduation Rates • Attendance Rates
Distance Learning/Supplemental Instruction (<i>Edgenuity</i>)	Spring 2016-Fall 2016	Turlock Unified School District	Increased number of students with access to technology (distance learning)	<ul style="list-style-type: none"> • Student Surveys • CASAS Assessment Results • Graduation Rates • Attendance Rates

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Create Satellite Campuses in the communities of Denair, Keyes, and Mountain Views (ESL)	Spring 2016-Fall 2016	Turlock Unified School District	Increase number of students not presently being served- smaller communities surrounding the City of Turlock	<ul style="list-style-type: none"> • Student Surveys • Attendance Rates • CASAS Assessment Results • Student matriculation/retention rates
Distance Learning/Supplemental Instruction (<i>Burlington English</i>) to further enhance knowledge in area of study	Spring 2016-Fall 2016	Turlock Unified School District	Increased number of students with access to technology to further enhance learning	<ul style="list-style-type: none"> • Student Surveys • CASAS Assessment Results • Graduation Rates • Attendance Rates
Central Office and AE Consortium Management	January - December 2016	Modesto JC	Consortium Leadership Support, Communication, Operation, Tracking & Reporting (50% Administrator, 100% Administrative Technician, Supplies, Travel, Consulting)	(1) Effective budget management; (2) AEBG Reporting and Record Keeping; (3) AE Leadership
CTE Voucher System	January - June 2016	Modesto JC	Increase number of adult learners in CTE Programs: CTE Vouchers and Support for Adult Learners registering for (1) Manufacturing Academy, (2) Phlebotomy, (3) MSSC CLA & CLT Training, (4) OSHA Certification Training, (5) CTE Degree Programs	# of college ready Adult Learners enrolling from ESL (Advance), ASE or CBK programs in the region.

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Facility and Technology procurements to improve services to ESL Adult Learners on Campus (COW, mobile smart station, facility)	January - June 2016	Modesto JC - LLA	Establishment of more conducive Adult Learning Center	(1) Physical Location (2) Record keeping of volume of service
Provision of ESL Textbooks effectively reducing non-credit courses textbook cost for students beginning Spring 2016.	January - June 2016	Modesto JC - LLA	More adult learners will take advantage of non credit ESL courses	(1) Number of ESL students issued books during Spring 2016 and Summer 2016 semesters
Outreach Events and Information on ESL and Basic Skills Programs at MJC	January - June 2016	Modesto JC - LLA	Information and Events at all Stanislaus County Adult School Areas	
Workplace & Internship Network (WIN) Coordinator, Employer Events and Adult Learner CTE Placement Tracking	January - December 2016	Modesto JC - CTE Division	(1) Readiness of adults for internships and career placement; (2) Process for Placement; (3) Employer CTE Presentations and Events; (4) Connecting Adult Learners to Internships, Work Experience or Career Placement	(1) Adult Work Readiness Assessment Tracking; (2) Scaled System; (3) # of Employer Events; (4) # of Placements
Movement of community college program from fee base to no cost. Program redesigned specifically to assess and delivery single topic area courses.	January - June 2016	Modesto JC Community Education	Reduction of out of pocket costs to students	# of students enrolled in classes

4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
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4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Counseling Services for Adult HS-CTE pathway to serve Regional Students		All consortium members	Students will enroll in CTE courses designed to support career goals created in collaboration with career counselor.	Number of students completing CTE courses at Columbia College.
Contextualized Instruction	1/1/16 – 12/31/16	MCS	Greater English acquisition	CASAS Scores
GED Programs will be taught using a combination of group and individualized instruction	January, 2016	Patterson Joint Unified School District	Students who begin program at all levels of competency will progress without being hindered by curriculum being taught at the average level of student competency.	Survey students as to their satisfaction with the level of instruction taught.
Technical Education & Advisement	Annually	Riverbank Unified School District	- Increase in parental skills related to use of technology (i.e. computer & typing skills)	- Pre-Post surveys distributed annually
Create accelerated CTE courses in the areas of: Welding, Transportation, Office Procedures	Spring 2016-Fall 2016	<ul style="list-style-type: none"> • Turlock Unified School District • Modesto Jr College 	<ul style="list-style-type: none"> • Increase number of students seeking job training/CTE certification • Increase number of students enrolled in CTE program at community colleges • Increase number of qualified applicants to local work force 	<ul style="list-style-type: none"> • Student Surveys • Attendance Rates • Employment Rates • College Admission Rates •

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Faculty Collaboration	Spring 2016-Fall 2016	<ul style="list-style-type: none"> • Turlock Unified School District • Modesto Jr College *(all consortium members) 	Opportunities for teacher/staff collaboration leading to aligned lessons, curriculum, and ultimately articulation agreements	<ul style="list-style-type: none"> • Teacher Surveys • CASAS Assessment results • Student matriculation/retention rates
ASE to CTE Pathway Development		MJC, Ceres USD, Modesto CS, Turlock USD		

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Professional Development in the State Standards for Career Readiness	Jan-Apr 2016	Ceres Adult School teachers, staff and other consortium member Adult Ed programs.	Teachers and staff to infuse career readiness instruction in the core instruction of Adult Education	Providing student participants with pre and post assessments of knowledge and level of career ready skills.
Technology integration training for Adult Education teaching staff	Jan-June 2016	All consortium members	Adult Ed teachers will become comfortable and capable of using technology tools to enhance instruction, as well as provide instruction to adult students in using technology in the learning process.	Classroom observations, lesson plan development with technology infusion noted.
Professional Development of intercultural competence	Jan-June 2016	All consortium members	All instructional and support staff develop skills in effectively serving adult participants of all cultures and circumstances, building an awareness and sensitivity to barriers to success and assisting these adults in overcoming these barriers	Participant surveys of quality of services. Develop a method to measure the change in knowledge of a staff member with regard to cultural competencies.
4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
ESL Professional Development	10/24/15 – 12/5/15	All	Increased knowledge/understanding of ESL instructional strategies	PD providers evaluation survey
CCRS Professional Development	10/17/15 – 11/6/15	All	Increased knowledge/understanding of the College and Career Standards	PD providers evaluation survey
Collaborate with other Consortium members to provide needed Professional Development opportunities on a consortium-wide basis.	Immediately	All	Teachers and staff stay current with the latest best practices in the delivery of adult education instruction.	Survey attendees of PD activities as to their perceived value and effectiveness of the activities.
Professional Learning Communities	Annually	Riverbank Unified School District, Learning Quest,	- Increase in ability of staff to utilize technology for	- Pre-Post surveys distributed annually - Regularly scheduled

		Stanislaus County Office of Education	teaching purposes - Demonstrated proficiency to educate program participants toward “college ready” instruction and activities	Administrative Observations of staff providing instruction to program participants
Professional Development	Spring 2016-Fall 2016	Turlock Unified School District *(all consortium members)	Opportunities for teacher/staff to participation in professional development related to effective instruction, curriculum, and formative/summative assessments.	<ul style="list-style-type: none"> • Teacher Surveys • CASAS Assessment results • Student matriculation/retention rates

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Faculty Collaboration	Spring 2016-Fall 2016	Turlock Unified School District *(all consortium members)	Opportunities for teacher/staff collaboration leading to aligned lessons, curriculum, and ultimately articulation agreements	<ul style="list-style-type: none"> • Teacher Surveys • CASAS Assessment results • Student matriculation/Retention rates
Regional Professional Development & Table Talks for ESL, ABE, ASE and CTE Instructors	January - December 2016	ALL	ESL, Basic Skills and CTE attending PD and Table Talks events leading to strong connections around curriculum development, pathways and alignment efforts.	(1) # of PD Sessions, (2) # of Table Talks, (3) # of Teachers in Attendance

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

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

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Please see March 2015 Final Report Objective 7: plans to Leverage Existing Regional Structure (page 35)						

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

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

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

	Regional Consortium AEBE Allocation		WDA Title II (Adult Education & Literacy)	Adult Perkins	CoWorks	LDFP	CCPI	CCB Apportionment	Adults in Jail	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in

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

Using the [Performance Measures Workbook](#) 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)

	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.

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
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.			

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.

6.2h is information that will be difficult to obtain across categories in a consistent manner because employment and wage data systems do not exist that provides current information. Any efforts collected will depend heavily on self-reported survey responses. 6.2(a) depends on student self-declaring their involvement with WIOA.

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)

None identified at this time.

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 conduct an internal evaluation to determine the efficacy of goals and objectives outlined in the plan. An ad hoc committee will be convened to develop the evaluation tools.

Section 7: Consortium Member Signature Block

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