



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-071

1.2 Consortium Name:

Siskiyou Adult Education Consortium

1.3 Primary Contact Name:

Blaine Smith

1.4 Primary Contact Email:

Bsmith29@siskiyous.edu

If applicable:

1.5 Fiscal Agent Name:

College of the Siskiyous

1.6 Fiscal Agent Email:

Bsmith29@siskiyous.edu

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

Table 1.7 – Consortium Membership (add rows as needed)

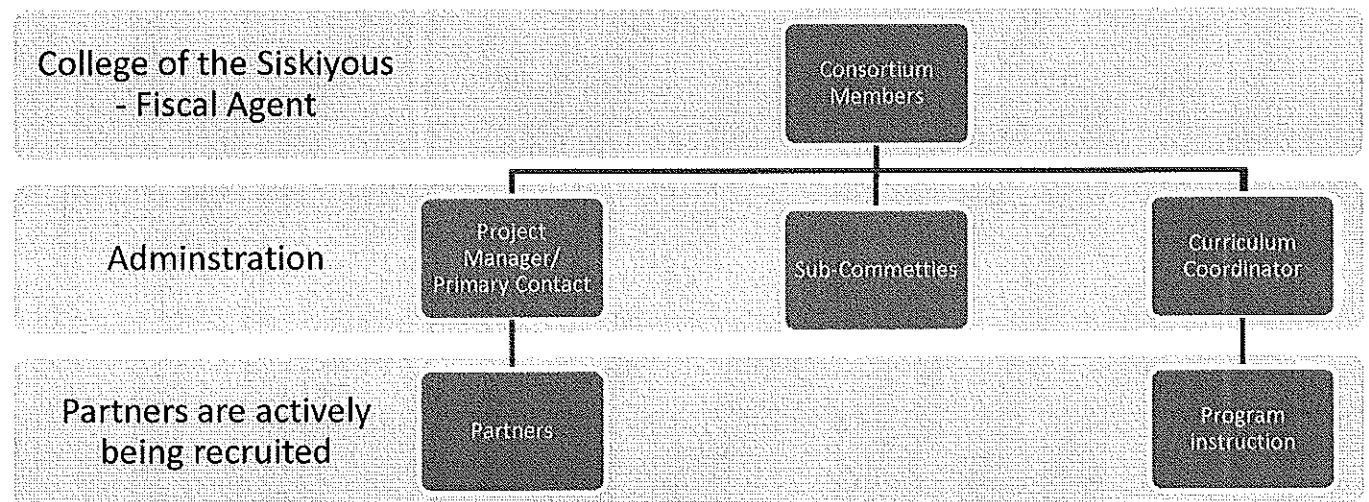
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
BVUSD	Ed Brown	530-397-4000	ebrown@bvlusd.org	10/08/15
YUHSD	Randy Baker	530-842-1659	rbaker@yuhsd.org	10/08/15
DUHS	Ray Kellar	530-235-4835	rkellar@sisnet.ssku.k12.ca.us	10/08/15
TBJUSD	Vanessa Jones	530-667-2294	vjones@tbjUSD.org	10/08/15
SCOE	Kermith Walters	530-842-8461	kwalters@siskiyoucoe.net	10/08/15
STEP	Joanie Zarzynski	530-938-3231	jzarzynski@ncen.org	10/08/15
COS	Robert Taylor	530-938-5512	Rtaylor18@siskiyous.edu	10/08/15
SVUSD	Mark Evans	530-468-2727	mevans@svusd.us	10/08/15
SUHSD	Ed Stokes	530-926-3006	stokes@sisuhd.net	10/08/15

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

Programmatically - The Siskiyou Adult Education Consortium will follow open meeting guidelines and meeting times/locations, agendas and previous minutes will be made available to members, partners and the public. Members can attend meetings face to face and (with appropriate notice) through video conference or electronic format. The voting power of each member will be one member = one vote. Decisions will be approved by a simple majority (50% plus 1) of the official membership no matter how many people are at the meeting. If more than 50% of the membership is not at the meetings, decisions will be postponed until a simple majority is present. Consortium meetings will be widely publicized and follow open-meeting guidelines that will encourage broad participation by the public and partnership agencies. The current far-north state adult education plan was created with broad participation of these groups and we expect this to continue as we move forward. The consortium governance committee will identify multiple task forces (examples including but not limited to marketing, short-term CTE, ESL) and partners will be actively recruited for these subgroups. Consortium allocations will be distributed in a manner determined by the Siskiyou consortium on a year to year basis. Before the distribution of funds, the consortium's governance group will approve an expenditure plan and budget that is aligned with the three year action plan.

Fiscally - College of the Siskiyous has been chosen as the designated member to serve as the fund administrator and will deliver funds in accordance with the consortium's yearly expenditure plan. Members have committed to reporting any funds available to that member for the purposes of educating adults as specified in the AEBG. College of the Siskiyous has been designated as the fiscal agent; an expectation of that role will be to report and certify funding sources and expenditures. The membership will continue to develop evaluation protocol as we receive additional guidance from the state of California.

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?

College of the Siskiyous is the fiscal agent. College of the Siskiyous's experience in administering large scale projects. The Grant Manager will roll up expenditures using a detailed spread sheet and expenditure reports from all individual consortia members. The College of the Siskiyous's Vice President, Administrative Services Nancy Funk will be the certifying officer!

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.**

- 6 adult schools facilities open serving students in regions throughout Siskiyou County; 3 reopen that have been closed since 2012 or earlier.
- All sites will have updated and functional computer equipment ready for student and staff use.
- Video Conferencing equipment and process being established and functional at all sites.
- An ESL program offered at all 6 adult school locations. Compressed and streamlined instruction sessions offered by a certified ESL instructor. This instructor travels to the site and conducts sessions.
- GED certified testing sites in 3 locations in county including a south county location. GED Academy software, for student preparation, being offered at all 6 adult school locations plus community college and STEP site. Common Curriculum being shared.
- Common diploma requirements being used at all AE sites.
- All sites using the ACT career curriculum for students.
- Pre testing of students at all sites to establish benchmarks.
- At least 3 AE Consortium business and industry partners established and on board to work with the internship program.
- Certification by industry sector identified and a process started for implementation.
- A common shared remediation curriculum for low skill adult learners being used.
- A committee formed of AE instructors to work on common course outlines that will be shared by all members.
- An adult learner child care program established in at least 3 locations of consortium.
- Parenting course for elective credit started and used at all sites.
- Information data collection process established at all sites
- Promotion of the AE model throughout the county

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.

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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)	\$30,000	\$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
 - 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?

- Student placement and monitoring/Tools and vendors we will use: The ACT software has a pretest/post-test component to provide benchmark data for teachers to know what student needs are, that are entering our adult school. This data can then be used at any of the other consortium sites as they will be using the same curriculum and diploma requirements. Students can enter any of the adult schools in the county at any point in the year and at any point in their program.
 - If a student comes to Yreka from Scott Valley adult school and has started GED prep, they can pick up where they left off in the program because Yreka and Scott Valley adult schools use the same GED academy software. Instructional staff at multiple consortium sites will participate in training for the GED academy software. This training can be shared through video conference or on site workshops.
 - The student is given a pre test through the ACT curriculum software to determine skill level, and appropriate program course is assigned. If student meets "high" career assessment skill level, they can be moved on in their elective diploma requirements.
 - A student who enters our site from a location out of the county will register with our main office. As part of the registration, there is a request for records form that identifies the last school attended. We can call and have school send transcripts. Transcripts are analyzed by staff to determine the starting point.

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?

Aeries.net/power school/Banner as the data base for student enrollment, demographic and performance data. Attendance and grade information is entered by the teacher into Aeries.net. This system has full data access and reporting built in. Information can be queried in a number of ways and be the bases for determining if

certain outcomes are being met. This data can assist in making improvements at the student, classroom, school, consortium level. Some sites use Aeries.net and some use other data bases but they will produce the same data so that it can be shared in case students move.

- The database can produce reports with data such as student ethnicity, age, credits earned, duration of enrollment, assessment scores, and gpa.
- The database can produce reports with data such as students ranking, student growth, average scores, and total credits earned.
- The consortium member sites will send performance data to the community college to be compiled into one total report for each of the categories being monitored.

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

- We will integrate our existing core curriculum with relevant content and career concepts throughout the consortium sites. This will be done using ACT software, plus, recommendations from our business and industry partners. The information collected from partners will be used to integrate the most current industry content and examples into the core academic areas. Information from the college, and the county and state labor commission, regarding industry trends will help establish certificate areas. Students can step further into post secondary programs from that point. Students will be better prepared for these postsecondary programs by getting the foundation fundamentals through the adult school program.
 - Consortium members will form a curriculum committee of partners from business and industry to establish the relevant industry areas to establish for certificates levels in our adult school programs.
 - A consortium curriculum committee will meet several times throughout the 2015-2016 year, to write new course outlines that include career themes, relevant academics, and work based experience lessons that lead to certifications and jobs.

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
Regional Pathways; Common Outcomes; holistic student support services	Summer 2016	ALL	Focus of full collaborative meetings; North State Summit	Enrollment trends into specific programs
Marketing/Communication plan	Spring 2016	ALL	Expansion of marketing/outreach materials; centralized web source	Tools and services; quantify hits on web page; Social media following
Expansion of Distance Education and on-line accessibility	Fall 2016	ALL	Distance Ed Task Force; needs assessment	Program accessibility
Articulated course pathways between segments	Spring 2016	ALL	Creation of Common Adult Ed High School Diploma for Siskiyou County Alignment of courses	Completion of diploma /degree; aligned coursework
Common/Shared Assessments	Spring 2016	ALL	Find common assessment or tools	Creation of transferable

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
			to share results between programs/segments	assessment system
Expansion of short term CTE	Fall 2016	ALL	Need to work with EDD, WIB and local partners to identify potential pathways	Creation of programs, enrollment in programs, and partnerships
Disconnect of services for adults with disabilities	Summer 2016	ALL	Creation of Community Action Network	Increased accessibility

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
Solutions for Geographical and Access barriers	Summer, 2016	ALL	Distance Education (on-line or VC); explore possibility of additional bus lines to help people get to services; Additional GED testing center.	Increased course/program enrollments; increased GED completions
Counseling and Student Support	Fall, 2016	ALL	Engage with current partners and new partners	Amount of partners; fiscal and in-kind offerings
Assessment and Accountability Systems	Fall 2016	ALL	Task Force; professional development, committee work	Implementation of updated tools; shared data systems, common matrixes
Clear Pathways to Employment and Career	Summer 2016	ALL	Expand partnerships with WIA providers; expand wrap around services	Time to completion, documented pathways
Student and Course Articulation across counties/programs	Fall 2016	ALL	Common high school diploma	Completion of degree; documented pathways

			Curriculum Task Force	
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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
Joint Professional Development	Summer 2016	ALL	Site level and regional professional development on research based practices	Pre-post assessment; student outcomes
Student and Course integration and/or Articulation across counties/programs	Fall 2016	ALL	Common high school diploma Curriculum Task Force Educational Plans for adult learners	Completion of degree; documented pathways
Shared assessment	Spring 2016	ALL	Assessment Task	Implementation of

for transition between programs			Force SB 173 Competency-based assessments	updated tools; shared data systems, common matrixes
Development of internship program	Summer 2016	All Consortium members and community business partners	Capstone project/ Certification for career readiness / diploma completion	Interviews/ surveys / testing. Hiring / school status after completion

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.

- The consortium feels that initial and ongoing professional development of its staff is critically important to the success of the new model. The new model includes new technology for video conferencing of classroom instruction, computers, and new 3D holographic simulators that bring real application into the classroom. There will be a need to train staff in career related and remedial curriculum targeting the adult learner. Also, the staff will be trained in data collection software, and assessment software. Other areas of staff development will be in the area of how to work with limited English speaking and culturally different students.
 - Groups of staff will participate in Web based curriculum webinars that teach the fundamentals of Career 101 software. Staff will meet at their satellite districts, in the consortium, to observe and interact in the webinar so they become proficient before working with students. Trainings should be complete in the Fall of 2015. Instructors will have a chance to operate the curriculum on samples student participants at each of the consortium locations to pilot the curriculum. Feedback will be shared at a committee meeting by the end of 2015.
 - Representatives from “Z-space” software company will perform demos and instruction on use of video conferencing equipment in the classroom. Consortium instructors will meet to participate in the instruction in the Spring of 2016. Test practice will take place, also in the spring of 2016.

A group of consortium instructors will travel to another consortium site in Placer County to observe and participate in a presentation on their program curriculum and courses. This will take place in the Spring of 2016. Instructors will be able to see how career concepts are integrated into the core academic courses. This information will go into the course content of the Siskiyou adult school consortium

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
Community College Flex Days	Spring 2016	ALL	Awareness and education for promotion of adult education	Staff in attendance
Adult Basic Education	Spring 2016	ALL	Shared learning and professional development	Stipends dispersed for completion of certifications
Distance Education	Spring 2016	ALL	More accessibility across county	People in attendance
Student Success	Fall 2016	ALL	Increased Referrals and attendance	Successful completion of programs

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:

- o WIBs
- o Chamber of Commerce
- o County Libraries
- o County Office of Education
- o Industry Employer Groups
- o Literacy Coalitions
- o Economic Development Regions
- o County Social Services - CalWorks
- o 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
In Progress, inclusion on Task Force	Siskiyou Training and Employment Program	Job Readiness Skills, Case Management, links to internships	ALL	On-going	3	Partners and Customer participation
Partnership in progress	Dunsmuir Public Libraries	Offering courses at libraries;	ALL	On-going	3	Partners and Customer

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
		increased access				participation
Outreach, inclusion on Task Force	Employment Development Department	Internships; expansion of CTE	ALL	On-going	3	Partners and Customer participation
Outreach, inclusion on Task Force	Siskiyou Opportunity Center	Student support services, internships	ALL	On-going	3	Partners and Customer participation
Partnership in progress, expansion to all areas	Cal WORKS	Wrap-around student support	ALL	On-going	3	Partners and Customer participation
Outreach, inclusion on Task Force	Northern Regional Center	Wrap-around student support	ALL	On-going	3	Partners and Customer participation
Outreach, inclusion on Task Force	Public Health Department	Wrap-around student support	ALL	On-going	3	Partners and Customer participation
Outreach, inclusion on Task Force	AB 109 Service Providers	Job Readiness Skills, Case Management, links to internships	ALL	On-going	3	Partners and Customer participation
Invitation	College OPTIONS	Links to PSE pathways	ALL	On-going	3	Partners and Customer participation

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 AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CoWorks	LCFF*	CCPT	CCD Apportionment	Adults in JLE**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition			EXAMPLE							\$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

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)

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)	144		
English as a second language	5		
Pre-apprenticeship training	6		
Careers and Technical Education	12		
Adults training to support child school success	0		
Older Adults in the workforce	0		
Adults with Disabilities	6		
Total	173		

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.

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.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		
% Transition from non-credit to credit in post-secondary.		
% 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.		
% Placed in jobs, for those who had this goal during the current program year.		
% 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.

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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)

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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)

Community Surveys- The consortium will conduct surveys throughout our adult education program. They will be available through the consortium web-site, via social media and in person. Adult educators, systems to deliver adult education and any computer software and curriculum will be evaluated by the adult learning community to provide direct feedback to the consortium.

Section 7: Consortium Member Signature Block

Name:

**Consortium
Member:**

Email:

Date:

Signature Box:

Name:

**Consortium
Member:**

Email:

Date:

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Name:

Name:

Ed Stokes

Consortia Member:

Siskiyou Union High School Dist

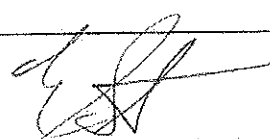
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estokes@sishsd.net

Date:

11/1/15

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Consortia Member:

Email:

Date:

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Name:

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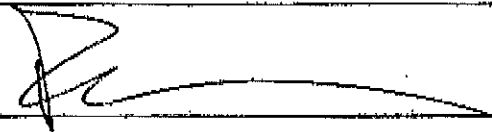
Name: Siskiyou Adult Education Consortium

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Date: October 29, 2015

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Name: Siskiyou Adult Education Consortium

Consortia Member: Pamela May, Dunsmuir

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Vanessa Jones

Consortia Member:

Tulelake Basin Joint USD

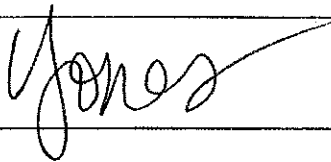
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