



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

## 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
Baldwin Park USD	John Kerr	(626) 856-4116	<a href="mailto:jkerr@bpace.k12.ca.us">jkerr@bpace.k12.ca.us</a>	8-11-15
Bassett USD	Albert Michel	(626) 456-1581	<a href="mailto:amichel@bassett.k12.ca.us">amichel@bassett.k12.ca.us</a>	11-10-15
Charter Oak (Tri-Community)	Kathleen Wiard	(626) 966-8331	<a href="mailto:kwiard@cousd.net">kwiard@cousd.net</a>	9-17-15
Covina-Valley USD (Tri-Community)	Daniel Gribbon	(626) 974-6801	<a href="mailto:dgribbon@cvusd.k12.ca.us">dgribbon@cvusd.k12.ca.us</a>	
Hacienda-La Puente USD	Elena Paul	(626) 933-3915	<a href="mailto:epaul@hlpusd.k12.ca.us">epaul@hlpusd.k12.ca.us</a>	9-24-15
Mt. San Antonio College (Fiscal Agent)	Madelyn Arballo co-chair	(909) 274-5228	<a href="mailto:marballo@mtsac.edu">marballo@mtsac.edu</a>	10-22-15
Pomona USD	Enrique Medina	(909) 469-2333	<a href="mailto:Enrique.Medina@pusd.org">Enrique.Medina@pusd.org</a>	10-14-15
Rowland USD	Rocky Bettar co-chair	(626) 965-5975	<a href="mailto:rbettar@rowland.k12.ca.us">rbettar@rowland.k12.ca.us</a>	10-13-15
Walnut Valley USD	Jeff Jordan	909-595-1261	<a href="mailto:jjordan@wvusd.k12.ca.us">jjordan@wvusd.k12.ca.us</a>	10-21-15

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

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

The Steering Committee for the Mt. San Antonio Regional Consortium for Adult Education voted Mt. San Antonio College (Mt. SAC) as the 15-16 fiscal agent. The Steering Committee has also determined the distribution of Consortia funds for each member. Mt. SAC will subcontract by way of an MOU with each of the school districts to jointly carry out the regional plan using Consortia funds. In order to access allocated Consortia funds, each member will submit invoices to Mt. SAC on a monthly basis with appropriate backup documentation. For each quarterly reporting period, Mt. SAC fiscal services managers will roll up and certify grant expenditures to the State. The Certifying Officer will be Rosa Royce, Assistant Vice-President, Fiscal Services, at Mt. San Antonio College.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.** (Guidance here:

<http://aebg.cccco.edu/portals/1/docs/reporting/REV%20Guidance%20-%20AB104%20AEBG%20Annual%20Plan%20Template%20for%202015-16.pdf> )

The Mt. San Antonio Regional Consortium for Adult Education has established an ambitious vision and plan to provide students in our region with high quality instruction, curriculum, and student services leading to seamless transitions into postsecondary education or the workforce. The significant member efforts to create a substantial and meaningful AB86 Plan were successful in establishing a strong foundation for the revised Three-Year Consortia Plan. As a result, the Consortium has moved quickly into implementation of the Plan in the 2015-16 program year.

Implementation of the AEBG Three-Year Consortia Plan began in July 2015 with focus on key goals of adult education in the region including ensuring positive student outcomes and providing students with opportunities to advance along college and career pathways. By the end of year one, members expect to achieve the following milestones:

- **Program Growth:** Member sites within the consortium will strategically offer additional sections of existing courses, expand program breadth, and expanded course schedules to meet regional needs
- **College and Career Pathways:** Faculty task groups will collaborate on alignment of major course outcomes for each area to support transition within and between programs
- **Alignment of Student Outcomes:** Consortium-wide efforts will establish metrics to be used across the consortium for student placement, assessment, and outcomes collection
- **Improved Communication:** A task group will be charged with considering the issues involved in the development of a common database which will a uniform means of storing student data across member programs.
- **Improved Student Services:** Greater student support service access for all students and particularly those from disproportionately impacted populations (e.g. English Language Learners and students with disabilities) and students with barriers to entry

Successful implementation of this plan requires consistent communication and collaboration among consortia members, support from community partners, and effective use of grant resources. The Consortia has allocated funding to support centralized operations that will facilitate student access and promote pathways and transition throughout the region. The Consortium Coordinator, Data Technician, and Alignment Articulation Coordinator will work with the Consortia Steering Committee ensure plan implementation continues to be seamless and successful. Consortium Plan effectiveness will be measured through tracking of student outcomes as well as Consortia developed metrics related to alignment of Plan activities and expenditures, and tools to monitor the governance process and level of engagement and participation in plan implementation.

## Section 3: Consortium Services and Funding Allocations

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
<b>Total</b>	\$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)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
<b>Total</b>	\$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?

In 2015-16, Consortium-wide metrics will be used across the consortium for student placement, assessment, and outcomes. Some of these metrics are identified in Table 6.2, with additional ones to be determined by consortium stakeholders. This effort will be aided by a common database, which will be developed this year and utilized for monitoring and tracking student progress and benchmarks. This shared database, along with cross-program meetings and established standards, will allow for robust metrics and conversations regarding next steps for reaching outcomes.

While the majority of the alignment efforts are focused on placement, curriculum, progress indicators, and outcomes, it is critical to examine the role assessments play especially in the latter two categories. Assessment options are extensive and include both formal and informal varieties. The TABE and CASAS test are the two most commonly utilized formal assessments within consortium programs. In addition, multiple informal assessments are utilized; such as in-class assessments, evaluation of students' academic histories, and counseling or oral history strategies.

As the majority of ABE/ASE and ESL programs within the consortium utilize the CASAS test as a measure of student progress, this affords programs an opportunity to compare common student

assessment data. Most of the ABE/ASE programs also utilize TABE as a diagnostic of student level and progress throughout their coursework. With the onset of the new high school equivalency exams, member ASE programs will need to determine the most effective tools in assessing student test preparedness. In addition, since CTE courses often require state or private certifications, programs from each of the industry pathways will explore aligning end of course assessments with a unified scoring system or rubric.

Successful transition into college is one of the preferred pathways for adult education students across programs. Moreover, one of the functions of ABE/ASE programs is to prepare students to assess into college level coursework. Results from college placement exams can also be utilized as a means to assess student proficiency and progress in coursework, specifically in the ABE/ASE and CTE programs.

Data will be collected on the major student outcomes that have been identified by each of the five areas. At this time such outcomes begin with reporting student engagement in programs with high retention rates and consistent attendance. Improving one's ability to participate in his/her child's education and increased ability to participate in the community and at a job are also important program outcomes. Other indicators of outcomes include completion of courses, secondary equivalency credentials and diplomas, certificates, certifications, and obtaining citizenship. Outcomes related to employment, training, and post-secondary transition include transitioning to ladderized adult education programs; obtaining and sustaining employment or a job promotion; military recruitment due to high ASVAB scores; achieving successful scores on assessments including licensing tests and college placement tests; and enrolling in postsecondary institutions.

Faculty task groups will discuss alignment of major outcomes for each area and update them as needed. Data will be presented at these meetings on an on-going basis, in order to ensure that program areas activities are on track with expected outcomes. Furthermore, if the Consortium grows in the two new program areas, new metrics for placement and assessment will be created across the consortium.

In order to collect and disseminate data, the consortium will develop a common database that will act as a uniform means of storing student data across member programs. A task group will be charged with considering the issues involved in the development of the database, although it is expected that the database will be in the beginning stages of development during 15-16.

Among the various factors to consider in the design and implementation of the database that will involve all districts, the Consortium Office, and partners are: how to deal with issues of student privacy; what information to include as fields in the database; how to streamline data entry in a manner that maximizes use of existing data through batch uploads or other means; and strategies for continuous updating of the database to reflect the alignment of curriculum, establishment of norms, and development of new pathways. The Consortium Office staff will support database infrastructure, while staff at each member site will be responsible for maintaining student records and disseminating the information.

**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 process for tracking student enrollment, demographics, and performance will depend largely upon the data system selected to manage the data. Currently there are a number of systems that districts use to maintain student records (TOPSPRO Enterprise, Banner, ARES, etc.) and in the interim these data systems will be manually aligned through the use of common forms to ensure that data is captured and reported accurately. These forms (similar to the ones provided for the AEBG reports) will require districts to report information from the student/classroom level via attendance and grade reporting software systems and will

ensure that targeted program outcomes are documented and met. As previously mentioned, these systems will be aligned with the implementation of a common data sharing system, but can exist in tandem until that point.

**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
<b>Develop standards for curriculum based on faculty input &amp; state standards</b>	2015-16	Sites based on interest and needs	Develop rubrics that will clearly demonstrate to students and stakeholders how classes align across districts	Creation and dissemination of rubrics
<b>Review and augment current student progress indicators</b>	2016-17	Sites based on interest and needs	A common system for progress indicators will be established	Reporting of student outcomes based on progress indicators on an annual basis
<b>Create viable communication paths</b>	2015-16	Sites based on interest and needs	The primary communication paths for the consortium will be the regional adult education website, the consortium office, regularly scheduled ongoing task group meetings, and ad hoc meetings as needed.	Continuous program team and steering committee meetings and established website.
<b>Strengthen existing pathways, establish articulation agreements, and create new, relevant pathways</b>	2015-17	Sites based on interest and needs	Will have focused pathways for students who are interested in pursuing specific college or career goals, will develop new pathways, as appropriate, and will have established the student services infrastructure to support students with attaining these goals	Development of articulation agreements, contextualized courses, and courses across districts/programs.
<b>Embed access to student services</b>	2015-17	Sites based on interest and needs	Counselors in the consortium office will be part of the Alignment and Pathways Initiative and will be given opportunities to meet and share information about existing and new programs, best practices in student services, and strategies for follow up.	Increase the number of on-site counselors, develop a regional consortium website, and create a Student Navigator position for the consortium office.

**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
<b>Access/Scheduling</b>	2015-17	Sites based on interest and needs	Add more classes and class hours to ensure day, evening hours, and weekends as well as childcare. ESL- additional leveled and transitional classes. AWD- Re-establish critical programs and develop programs at Mt. SAC for Deaf/HoH students & intellectually disabled students. CTE- Create new programs in key areas (e.g. logistics)	Class schedules, waiting lists, student outcomes
<b>Hiring</b>	2015-17	Sites based on interest and needs	Additional instructors, counselors, administrators, instructional and support staff (assessment, registration, custodial, security staff, industry liaisons)	Increase in staffing
<b>Curriculum</b>	2015-17	Sites based on interest and needs	Enhance curriculum to align with emerging standards, contextualization, increase support to ELLs and students with disabilities, distance learning, online classes. Add levels of advanced coursework for CTE.	Class schedules, waiting lists, student outcomes
<b>Equipment</b>	2015-17	Sites based on interest and needs	Purchase/upgrade computers; adaptive technology, classroom equipment projectors, instructor laptops,	Increase in technology and related materials.



			interactive whiteboards, access to WiFi/Internet. Upgrade technology and materials to industry standard on a cyclical basis (leasing or buy-back)	
<b>Materials</b>	2015-17	Sites based on interest and needs	Purchase relevant and up-to-date textbooks/ e-books/ supplementary materials software.	Increase in technology and related materials.
<b>Marketing</b>	2015-17	Sites based on interest and needs	Create and disseminate (mail) schedules, brochures, and notices with consortium information. Create consortium website for Pathways, Career planning, program requirements, online assessments, and availability of resources; hire designated Technology staff.	Class schedules, waiting lists, student outcomes
<b>Articulation/Pathways Development</b>	2015-17	Sites based on interest and needs	Coordinate and align pathways/programs across consortium. Standardization of critical skills sets across consortium programs; articulation coordinator. Develop Externships (work-based learning opportunities) and Apprenticeships; job placement specialist. Hire a designated Consortium Articulation Coordinator (alignment and articulation).	Number of articulation agreements and level of student participation in such programs
<b>Partnerships</b>	2015-17	Sites based on interest and needs	Work more with city officials and business (e.g. City of Industry Manufacturers Council)	Development of outreach plan and meeting minutes

**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
Align with consortium members to provide more opportunities for short-term compressed ABE/ASE courses (CAHSEE Prep, HSE Prep, ASVAB Prep, HS Diploma subjects, basic skills and CTE prep bootcamps, computer technology, contextualized courses)	2015-17	Sites based on interest and needs	Increase course offerings, create faculty workgroups, establish a professional learning community, create curriculum development projects. Emphasis on higher-order thinking & focus on industry key concepts and standards. Identify the basic skills necessary for success in each specific industry. Include these in the curriculum, applied to specific competencies. Identify basic skills that apply to multiple programs and then create a core bootcamp course which teaches students these specific skills. (Ex. Bootcamp math for the Health Sciences).	Meeting minutes, agendas, sign in sheets, revised curriculum
Learning environments based on contextualized learning	2015-17	Sites based on interest and needs	Incorporation of student goals into the class. Collaborative efforts between staff and administration to ensure that teaching and learning environments are based on current research and evidence proven strategies. Consortium-wide sharing of strongest programs. Regular training and sharing regarding Common Core, CASAS, EFF, and Model Standards and research and evidence driven teaching strategies.	Student success and participation in class activities via progress review Successful acquisition of skills applicable to real life as demonstrated in student projects and exit level tests. Teacher survey Student survey
Allow for other credit earning options (HS Diploma) such as credit-by-exam, use of college credit courses, adult school courses, work experience	2015-17	Sites based on interest and needs	Create a professional learning community among consortium faculty members to evaluate options; sharing records, faculty workgroup to identify equivalencies for high school credits among consortium members.	Shared database of equivalency options

<b>Regular progress review to accelerate student progress</b>	2015-17	Sites based on interest and needs	Develop a progress report card/form. Students meet with their instructors every 8 to 9 weeks to note progress towards meeting learning objectives.	Student survey, retention/drop rates, CASAS test reports, student outcomes
<b>Managed enrollment procedures to accelerate student learning</b>	2015-17	Sites based on interest and needs	Develop clear registration policies-including placement testing, wait lists, enrollment caps and when to end open enrollment.	Attendance, success rates, student feedback
<b>Compressing programs into shorter time periods for accelerated movement into college and career</b>	2015-17	Sites based on interest and needs	Combine online coursework with in-program coursework where applicable, standardize program length in CTE programs within each industry sector, cohort students, use distance learning, courses in non-traditional schedules	Student time to completion, student surveys
<b>Individualize instruction for CTE students so that those completing competencies can move to next level in program</b>	2015-17	Sites based on interest and needs	Create open-entry, open-exit CTE instructional modules allowing students to self-pace. Flexibility for students to make level progress through CTE programs based upon their completion of standards (not seat time). Example is certificates earned after each module. Create a formal process.	Tracking numbers of students who accelerate based upon competency completion
<b>Opportunities for individualized, instructional time that targets students' learning needs and best learning strategies, as well as responds to gaps in learning.</b>	2015-17	Sites based on interest and needs	Create a faculty workgroup determine how to identify students experiencing gaps in learning and how to deliver differentiated/individualized instruction, develop tutoring services at each site, develop preliminary educational plan	Student completion rates and satisfactory progress (pre- and post-test), student learning plan/records, faculty agendas, minutes, sign-in sheets; tutor logs
<b>Ensure that technology skills are embedded into curriculum (necessary skills for transition)</b>	2015-17	Sites based on interest and needs	Identify necessary skills for transitions such as keyboarding, online testing, computer skills, presentation skills, social media skills, and experience in learning management system (LMS).	Course outlines, purchase orders, minutes, sign in sheets, certificate issued, grades, student portfolios and display of student work samples, tech usage log
<b>Create shared online and distance learning opportunities for students, including coursework and tutorials that may count for credits.</b>	2015-17	Sites based on interest and needs	Establish website and coursework with consortium faculty workgroup.	Functional website and available online courses, # of page views and usage levels, student completions, student survey
<b>Transitions programs utilizing contextualized learning</b>	2015-17	Sites based on interest and needs	Develop a bridge programs to prepare students for more advanced coursework within the consortium (ESL to CTE)	Student enrollment, tracking of student progress within school and consortium

**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
<b>Professional Learning Communities and Regular Faculty Meetings</b>	2015-17	Sites based on interest and needs	Faculty meet on a regular basis to discuss curriculum, student needs, pedagogy, updated standards, additional professional development opportunities, state-wide instructional mandates and needs, and other topics as needed.	Meeting minutes, sharing of best practices/findings.
<b>Conferences, workshops, and webinars</b>	2015-17	Sites based on interest and needs	Faculty and staff go to conferences and share out information they learned. Some	Meeting minutes, sharing of best practices/findings.

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			workshops involve instructors becoming authorities on technological advancements and subsequently training their colleagues at the district. Meetings that focus on common needs, best practices, latest trends, updates on laws, federal and state, report writing skills, grant applications, community needs, de-escalation training, CPR/ first aide updates yearly training, job coaching certification	
<b>Professional Learning Communities</b>	2015-17	Sites based on interest and needs	Teachers form small groups with a group leader to build lesson plans, work on assessments, etc. – monthly meetings. Counselors and coordinators of consortium could suggest areas of improvement to be the focus of group.	Meeting minutes, sharing of best practices/findings.
<b>Flex Days and other specialized offerings related to departmental outcomes</b>	2015-17	Sites based on interest and needs	Flex Days are also designed to support faculty development and strengthen departmental curriculum, goals, outcomes, and strategic plans. Teachers choose their workshop, share ideas, successes and problem-solve. Workshop topics chosen based on teacher surveys.	Meeting minutes, sharing of best practices/findings.
<b>Curriculum Meetings</b>	2015-17	Sites based on interest and needs	Faculty collaborate to develop curriculum, refine existing courses, and align materials with standards.	Meeting minutes, sharing of best practices/findings.
<b>Advisory Groups</b>	2015-17	Sites based on interest and needs	Advisory groups meet quarterly at some sites to develop departmental strategies and plans, particularly as they relate to accreditation and departmental goals. Advisory groups may consist of only member site faculty and staff or	Meeting minutes, sharing of best practices/findings.

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			may include partners.	
<b>Strengthening Student Success Conference</b>	2015-17	Sites based on interest and needs	California community college professionals have an opportunity to engage in discussion on strategies for completion, basic skills progression, acceleration, and transfer.	Meeting minutes, sharing of best practices/findings.
<b>Training for faculty and staff on specific topics</b>	2015-17	Sites based on interest and needs	Training related to teaching strategies/pedagogy, soft skills training/career development, contextualized courses, and practices in basic and secondary skills that build CCR skills, team building, critical thinking, study skills, teacher/staff sensitivity, and career assessment skills.	Meeting minutes, sharing of best practices/findings.
<b>Technology Use and Integration</b>	2015-17	Sites based on interest and needs	Attend OTAN, TIMAC, and OTAC trainings. Also trainings in Universal Design, current and emerging technology (e.g. apps, tablets, Moodle), and how to identify and create online courses.	Meeting minutes, sharing of best practices/findings.
<b>Accelerated and/or contextualized teaching and learning</b>	2015-17	Sites based on interest and needs	Attend trainings and workshops on contextualized learning, ways to accelerate and individualize teaching. Within the consortium, coordinators identify successful practices.	Meeting minutes, sharing of best practices/findings.

**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:

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

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

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
<b>Communication, contacts, MOUs, counseling support, curriculum development support, and/or facilities</b>	EDD GAIN CalWORKs High Schools Covina Family Literacy Pomona Hope Bassett Park Center LA County Library in Baldwin Park San Gabriel Valley Conservation Corps Local churches LACOE Regional Center City of La Verne Easter Seals Casa Colina Dept. of Rehab	Develop on-site training as needed, increasing access to available facilities, referrals to relevant programs, transportation, marking, outreach, and/or ongoing advisory role	Sites based on interest and needs	2015-17	TBD	Increased access and collaboration
<b>Faculty representatives in advisory groups</b>	American Language Program (credit ESL at Mt. SAC)	Articulation agreements exist so students do not need to retake a placement test. Also, noncredit	Sites based on interest and needs	2015-17	TBD	Increased access and collaboration

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
		students have priority registration for spaces in AmLa classes.				
Service learning projects, curriculum design, pathways to college	Mt. SAC Student Services and Credit Programs (CARE, DSP&S, CTE)	College transition, Community involvement, Mutual partnerships with programs to improve student outcomes	Sites based on interest and needs	2015-17	TBD	Increased access and collaboration
CTE Contracts, tasks/activities including guest speakers, review of program courses and feedback of training procedures, internship and externship and training opportunities	Existing and prospective CTE partners throughout the region	Facilities and staff	Sites based on interest and needs	2015-17	TBD	Increased access and collaboration
Advisory groups	IMC (Industry Manufacturing Council) City of La Puente Hibu/Yellowbook Olympic Staffing Ajilon Professional Staffing	Update of the community events, internships/externships, jobs	Sites based on interest and needs	2015-17	TBD	Increased access and collaboration

## 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	CalWorks	LCFF*	CCPT	CCD 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
<b>Total</b>	\$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)**

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required. If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe

**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.			

the issue.

NA

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional – see Guidance document for information)

The overall Consortia focus is to increase student transitions into postsecondary education or the workforce. Collection of mandated Student Performance Outcomes data is a starting point for determining the impact of member work however, the Consortia will be developing additional measures that demonstrate success. In the 2015-16 year one additional measure will be used:

- Pell Eligible and Enrolled Students:** As a measurement of student intermediate success, a tracking system will be established to capture data on number of student within the Consortium who complete their high school diploma, earn a high school equivalency certificate, or successfully complete six college level credits.

**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 Mt. San Antonio Regional Consortium for Adult Education is committed to collaborative efforts to increase knowledge about plan effectiveness in driving ongoing adult education improvement efforts in the region. In year one members will work to develop Consortia-wide metrics and means of assessment to evaluate Consortium effectiveness in the following areas:

- (1) **Governance Plan and Decision-making Process:** To ensure governance process compliance, a system for periodically checking the decision-making process will be facilitated by the Consortium Coordinator.
- (2) **Consortium 3-Year Plan Expenditure Evaluation:** The Consortium Coordinator will lead the members in an annual review of alignment of block grant regional expenditures with key plan goals, objectives, and activities. Adjustments to focus expenditures on key areas of need and/or to revise the plan will be made based on findings.
- (3) **Annual Plan Objectives and Activities Implementation:** Members will review Assessment Impact Results for Plan objectives and activities to evaluate and measure plan implementing progress. Review of findings as well as discussion of initiatives, regional employment data, and other factors impacting adult education will guide annual plan revision.
- (4) **Ongoing Data Collection, Tracking, and Reporting Processes:** The Consortium Coordinator and Data Analyst will lead members in an analysis of Consortia effectiveness in utilizing a shared database for tracking student enrollment and progress. Additionally, the Consortium Articulation Coordinator will lead the members and task groups in an analysis of Consortia effectiveness in aligning indicators of student progress and outcomes.
- (5) **Use of Tools to Monitor Consortium Effectiveness:** Members will review the tools and mechanisms in place to monitor plan effectiveness and performance outcomes. Results on success of use will guide revision of tools and processes.
- (6) **Engagement and Participation Monitoring:** Mechanisms will be put in place to monitor the level of engagement and participation in AEBG plan implementation both at the member site as well as at Consortium-wide activities.

Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

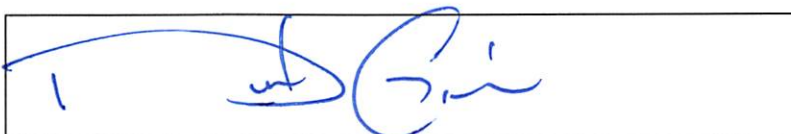
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Consortia Member: Pomona Unified School District

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Date: 11-3-15

Signature Box: 

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

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Name:

Kathleen Wiard

Consortia Member:

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Email:

kwiard@cousd.net

Date:

11-3-15

Signature Box:

*Kathleen Wiard*