



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
Castro Valley USD	Susie Passeggi	510.537.2191	spasseggi@cv.k12.ca.us	8.20.15
Chabot College	Matt Kritscher	510.723.6744	mkritscher@chabotcollege.edu	9.15.15
Chabot Las Positas CCD	Julia Dozier	925.249.9370	jdozier@clpccd.org	9.15.15
Dublin USD	Bill Branca	925.833.3300	brancabill@dublinusd.org	10.13.15
Eden Area ROP	Stefanie Bradshaw	510.708.6733	sbradshaw@edenrop.org	9.30.15
Hayward USD	Guy Zakrevsky	510.293.8595	gzakrevsky@has.edu	9.16.15
Las Positas College	Roanna Bennie	925.424.1104	rbennie@laspositascollege.edu	9.15.15
Livermore Valley Joint USD	MaryAnn Frates	925.606.3225	mfrates@lvjUSD.k12.ca.us	10.9.15
New Haven USD	Jessica Wilder	510.429.2185	jwilder@nhUSD.k12.ca.us	9.15.15

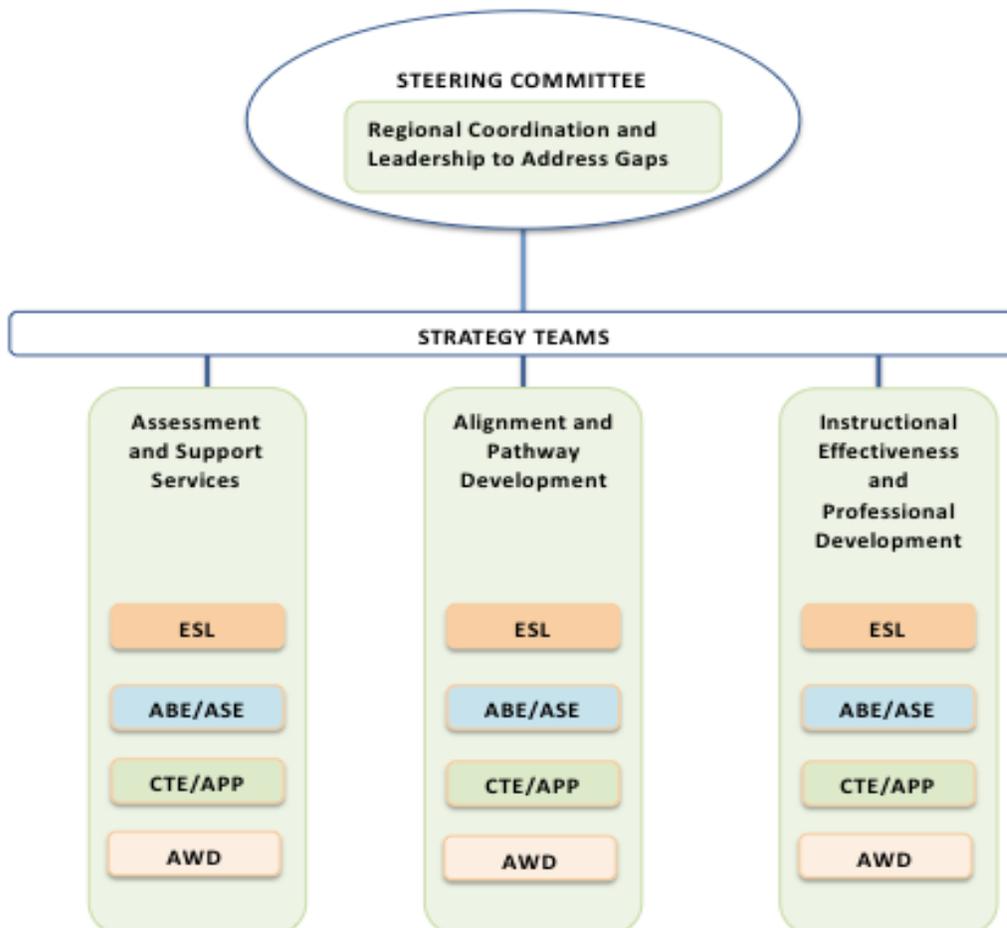
Pleasanton USD	Glen Sparks	925.462.2285	gsparks@pleasantonusd.org	9.22.15
San Leandro USD	Bradley Frazier	510.618.4424	brazier@slusd.us	8.25.15
San Lorenzo USD	Amparo Ramos	510.317.4200	aramos@slzusd.org	10.6.15
Tri-Valley ROP	Fred Rutledge	925.455.4800	frutledge@tvrop.org	8.11.15

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

Submitted 11.2.15

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.

The MACC Steering Committee consists of the officially designated members and additional representatives from member and partner agencies. Officially designated members are responsible for final governance and fiscal decision-making. Strategy Teams consist primarily of faculty; they design and implement activities to reach objectives specified in the plan. Consortium coordinator Jacques LaCour facilitates the work of the Steering Committee, ensures integration of all consortium activities, and oversees data and budget reporting.



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 Chabot-Las Positas Consortium opted not to have a sole fiscal agent. A subcommittee reviewed member allocation requests and forwarded a budget plan for public comment and Steering Committee review and approval. Individual member districts are responsible for monitoring their allocations and providing district-certified quarterly reports to the consortium coordinator, who will review and roll up budget figures for official reporting with the assistance of a certifying official from a member agency.

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 MACC views the 2015 – 16 year as one in which it is critical to balance building the infrastructure and coordination needed to support the start-up or resumption of critical services with the actual implementation of Strategy Team-based activities to achieve consortium goals.

In October, the Steering Committee approved plans to add consortium support and leadership staff at eight member agencies and to contract with a coordinator to facilitate and monitor consortium-wide activities. 2015 - 16 activities emphasize expanding services in a variety of authorized content areas with an emphasis on ABE, ASE/HSE and ESL; laying the foundation for alignment of intake, assessment and placement practices; alignment of curricula within and across member agencies and conducting professional development activities that support the alignment effort; coordinating data collection and use for monitoring and reporting purposes; and broadening, deepening and formalizing collaboration with the Alameda County Workforce Investment Board. The above activities are necessary to ensure progress toward a seamless, learner-centered, user-friendly experience that yields successful outcomes for all stakeholders.

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
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)	\$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
 - Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

The consortium's Assessment and Support Services Strategy Team has begun to address the significant challenge of aligning processes for assessment, goal-setting and career planning, placement, provision of support and transition services, and coordination of data sharing among members. In this early stage of alignment, the MACC is carefully and deliberately working toward identification of specific tools and vendors to be ultimately used; at present, the work focuses on simultaneous development of familiarity with each member's currently used tools and processes (such as CASAS, Accuplacer, ASAP, etc.), and the opportunities and limitations each presents in terms

of potential shared use and shared data systems and platforms.

At each of its twelve main service sites the MACC will establish the presence of personnel whose duties will include supporting the implementation of assessment alignment activities and support services, and to leverage related local and regional services. Such staff will include a blend of counselors, intake specialists, transition specialists, consortium liaisons and others. Coordinated through the Assessment and Support Services Strategy Team, regional systemization and training will ensure consistency of practice and levels of service appropriate to each site’s identified needs.

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 will depend on reports from currently utilized member data management systems for the 2015 – 16 year while simultaneously working toward more consistent and streamlined data collection and reporting processes. All adult schools and one of the MACC ROP members have committed to using ASAP as well as CASAS. The MACC data consultant will develop and recommend an approach to aggregate, analyze and report data the ASAP/CASAS users, community college members and from the MACC’s second ROP member, and such data will represent baselines against which future goals and measurements will be established. The data approach recommendation will also inform decisions regarding how to progress toward selection or development of a consortium-wide data system platform or dashboard.

The MACC will maintain a steady focus on addressing the specific, substantial challenges of tracking students’ transitions across programs and post-program employment achievements. The Alameda County WIB is a major partner in assisting the MACC in the latter endeavor.

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
Develop new website and marketing materials for centralized consortium information and communications	Informational site operational by April 2016; communications features operational by August 2016; Marketing materials completed by March	All	Increased public awareness of and engagement in regional services	Student survey and feedback

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
	2016			
Develop and pilot bridge and transition classes and programs	Development by June 2016; pilot fall 2016	All	Streamlined transitions into next-level academic and CTE programs	Tracking numbers of students served and transitioned. Persistence data.
Develop and pilot College and Career Readiness courses for students with disabilities	Development by June 2016; pilot fall 2016	All	Increased and more accurate placement of students into next-level academic and CTE programs	Tracking numbers of students served and transitioned. Persistence data.

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
Identify and develop pre-apprenticeship and apprenticeship programs and partnerships	June 2016	All	Readiness to implement programs in fall 2016 and/or spring 2017	Availability of regional pre-apprenticeship programming
Expand ESL classes in Pleasanton region	Spring 2016	Pleasanton USD, Dublin USD, Pleasanton City Library (partner)	Increased service to ESL students	Availability of new classes; CASAS learning gains
Expand service to AWD students in Hayward region	Spring 2016	Hayward USD, Regional Center of the East Bay (partner)	Increased service to AWD students	Enrollment, persistence and learning outcome data

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
Curriculum compression and alignment	Ongoing	All, especially Instructional Effectiveness and PD Strategy Team	More efficient progression toward achievement of student goals	Implementation of revised and aligned courses; teacher and student feedback; student achievement data
Increased strategic use of online learning	Ongoing	All	More efficient progression toward achievement of student goals	Implementation of online learning opportunities; student learning and outcome data; teacher and student feedback
Increased focus on writing in lower ESL proficiency levels	Planning through June 2016; implementation fall 2016	All, especially Instructional Effectiveness and PD Strategy Team	Greater student preparation for success at higher levels and in other content areas	Implementation of integrated writing curricula; teacher feedback; student learning data

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
Training in Professional Learning Community practices and principles	Starting in spring 2016 and ongoing	All; primarily members of the Instructional Effectiveness and PD Strategy Team	Consortium-wide application of best practices in curriculum alignment, monitoring of and response to student learning data, and instructional techniques	Teacher and leadership feedback; student feedback and learning outcomes
Direct engagement between employers and instructors	Planning in spring 2016	All; primarily members of Instructional Effectiveness/PD and Alignment/Pathways Strategy Teams	Curricula clearly aligned to and supportive of employer expectations	Curricula reflective of employer input; teacher, student and employer feedback
Trainings made available to faculty from CCs, AEs and ROPs	Spring 2016 and ongoing	All	Mutually supported learning and implementation of results-based content and techniques	Teacher and student feedback; student learning outcomes

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

- 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
MACC coordinator acts as liaison with all partner agencies	All	Active and consistent engagement and leveraging of services across partner agencies	Steering Committee	Starting winter 2016 and ongoing	Member agencies and their students	Number and nature of services leveraged
Local Pathways groups present to MACC members	Delta Gateway Initiative and I880 Corridor Consortium	Information and greater opportunity for collaboration and coordination of services	All	Winter 2016	MACC Members and students	Increased engagement of partners on behalf of students and programs
Prepare for better service to re-entry students	County Probation Department; Rubicon	Information and engagement re: services for formerly incarcerated learners	All	Fall 2015 through Spring 2016	Re-entry students and member programs	Data re: identification of and services accessed by re-entry students

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
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)

Table 6.2: Performance Outcomes by Member - Projected Targets

EXAMPLE

	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.			

	AY 2013-2014 Numbers From ABE6 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 the issue.

n/a

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)

n/a

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 review the following, at minimum, to evaluate its effectiveness:

- Student enrollment data relative to maintenance of effort and expansion of services
- Student learning gains data
- Course and program completion data
- Student transition data
- Job placement, retention and wage data
- Surveys of students, faculty, members and partners
- Surveys of Strategy Team members

Section 7: Consortium Member Signature Block

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