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

Section 1: Consortium Information

1.1 Consortium Grant Number:

15 328 023

1.2 Consortium Name:

Kern AEBG Consortium

1.3 Primary Contact Name:

John Means

1.4 Primary Contact Email:

jmeans@kccd.edu

If applicable:

1.5 Fiscal Agent Name:

Kern Community College District

1.6 Fiscal Agent Email:

tburke@kccd.edu

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

Key: **Bold: Designated Representative**   Normal Text = Alternate Representative

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Kern Community College District (KCCD)	**Sandra Serrano** John Means	661-336-5010 661-336-5036	sserrano@kccd.edu jmeans@kccd.edu	10/6/15
Kern High School District (KHSD)	**Jodi Loeffler** Mark Wyatt	**661-835-1855** 661-836-1124 661-836-1120	Jodi_loeffler@khsd.k12.ca.us Mark_Wyatt@khsd.k12.ca.us	9/18/15
Kern County Superintendent of School (KCSOS)	**Christine Frazier** Alternate:	661-636-4624	chfrazier@kern.org	

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Bishop Unified School District	TBD		Note: currently represented by Mono County Office of Education	
Delano Joint Union High School District (DJUHSD)	**Terri Nuckols** Alternate: Adelaida Ramos	661-720-4101 661-720-4125	tnuckols@djuhsd.org aramos@djuhsd.org	10/__/15
Lone Pine Unified School District (Lone Pine USD)	TBD		Note: currently represented by Mono County Office of Education	
McFarland Unified School District (McFarland USD)	**Victor Hopper** Alternate: Valerie Garcia	661-792-2447	vhopper@mcfarland.k12.ca.us	
Mojave Unified School District (Mojave USD)	**Susan Clipperton** Alternate: Aaron Haughton	61-824-4001	susanclipperton@mojave.k12.ca.us aaronhaughton@mojave.k12.ca.us	
Mono County Office of Ed (Mono COE)	**Stacey Adler** Alternate:	760-934-0031	sadler@monocoe.org	
Porterville Unified School District (PUSD)	**Fernando Carrera** Alternate: Dr. Stuemkey	559-793-2400	fcarrera@portervilleschools.org	
Sierra Sands Unified School District (SSUSD)	**JoAnne McClelland** Alternate: Shirley Kennedy	**760-499-1810** 760-449-1640	jmcclelland@ssusd.org skennedy@ssusd.org	

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Tehachapi Unified School District (TUSD)	**Regina Green** Alternate: Susan Andreas-Bervel	**661-822-2119** 661-822-2700	rgreen@teh.k12.ca.us sandreas@teh.k12.ca.us	
Wasco Union High School District (Wasco UHSD)	**Lori Albrecht** Alternate: Martin Lonza	661-758-7450	lalbrecht@wascohsd.org malonza@wascohsd.org	
Kern County ROP / KCSOS	**Christine Frazier** Alternate:	661-636-4624	chfrazier@kern.org	
Kern High School District ROP	**Dean McGee** Alternate:	661-827-3100	dmcgee@kernhigh.org	

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

See, Attachment A: Governance Template (p. 18-23)

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.

See, Attachment B: Organizational Chart (p. 24)

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 Kern Community College District has been selected as the fiscal agent for the Kern AEBG Consortium. Tom Burke, Chief Financial Officer will supervise the "rolling up" of grant

expenditures for the purpose of certifying and reporting to the state.

Section 2: Plan Summary for Program Year 2015-16

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

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

See attached Section 2, Section 2.1 Executive Summary (p. 25-___)

Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

Table 2. Consortium Table by Program Type and Fund Source

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

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

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
<member name>	$0	$0
<mem	$0	$0
<mem	$0	$0
<mem	$0	$0
<member name>	$0	$0
<member name>	$0	$0
Total	$0	$0

Regarding Sections 3.1 & 3.2: See separate Kern AB104 Member Allocation Form (p. __ - __)

Section 4: Overview of 2015-16 Action Plans

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

4.1 Objective #3: 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

Table 3.1. Activity 3.1. Establishment of full-time *liaisons* throughout the Kern AEBG Consortium. The role of the liaisons is to coordinate the adult and college systems, organize purposeful collaboration, ensure coordination of processes, expand outreach, and improve connectivity between agencies and programs. Liaisons will work with the *consortium project director*, faculty, student support staff and stakeholders to develop, articulate, align, and publicize adult education to community college educational pathways.

● Alignment of:

　　○ Placement

Table 3.1. Activity 3.1. Liaisons will work with the consortium project director, faculty, student support staff and stakeholders to align, crosswalk and collocate placement staff, methods and tools.

　　○ Curriculum

Table 3.1. Activity 3.1. Liaisons will work with the consortium project director, faculty, student support staff and stakeholders to develop, articulate, align, and educational pathways course curriculum.

　　○ Assessments

Table 3.1. Activity 3.1. Liaisons will work with the consortium project director, faculty, student support staff and stakeholders to align, develop and implement common assessment methodologies and tools.

　　○ Progress indicators

3.1.1. Liaisons are hired.

3.1.2. Meeting minutes and institutional procedures, catalogs, and other documents evidence progress toward alignment and implementation of aligned assessment, placement, and curriculum.

3.1.3. Career and Education Advising and Enrollment Centers are established throughout the region

○ Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.

3.1.4. Adult school students achieve outcomes (High School diplomas and CTE certificates) in numbers greater than the baseline year (2013-14).

● Transition strategies among the Consortium participants' systems including:

○ Communication paths among Consortium participants and higher education institutions

The Kern AEBG Consortium Board will continue to engage all educational participants and members to ensure that communication paths are open and transparent in the working toward achieving these outcomes.

○ Defined and articulated pathways to postsecondary education or the workforce

Table 3.1., Activity 2.7. Provide educational pathways (program of study sheets) to provide transparency and clarity. Communicate and provide these descriptions/depictions of programs of adult school to community college programs of study to prospective and current students.

○ Embedded access to student services including counseling, guidance, and follow-up

Table 3.1., Activity 3.9. Students access counseling, guidance, assessment, placement, and follow-up services at Career and Education Advising and Enrollment Centers located throughout the region

Table 3.1., Activity 3.15. Enrolled students receive intrusive advising for proactive service and support.

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

The Kern Regional Assessment Plan

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?

Table 3.1., Activity 4.2. All partners have agreed to and will use the same data systems (ACCUPLACER, CASAS, CATEMA, Cal PASS Plus, PLATO or other Learning Management Systems, etc.), plus supplemental (stand-alone educational entity) systems reports or any other system suggested or required by the CCCCO to track student

enrollment, demographics, and performance at the consortia system, school, and classroom level. The Kern AEBG Consortium expects to continue to work and plan the consortia data collection and reporting protocol. The consortium expects that additional components may be needed to fully address this objective, such as a data sharing agreement and protocol. This data collection and quality review cycle will permit iterative systemic review and formative assessment.

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
1. Communication & Outreach – Activities 1.1. – 1.7.	2015-16 to 2016-17 Full implementation in 2018	Bakersfield, North Kern, & Porterville sub-region partners		
2. Curriculum & alignment – Activities 2.1-2.7	2015-16 to Fall 16; Pilot 2015-16 Full implementation in 2017-188	Bakersfield, North Kern, Eastern Sierra & Porterville sub-region partners		
3. Coordinated Transition & Student Support – Activities 3.1.-3.16	Spring 2016 through 2016-17.	Bakersfield, North Kern, Eastern Sierra (some but not all activities) & Porterville sub-region partners		
4. Integrated Data Systems – Activities 4.2.-4.5	2015-16, asap.	Bakersfield, North Kern, Eastern Sierra & Porterville sub-region partners		
5. Placement & Assessment – Activities 5.1-5.5.	2015-16, Fall 2016	Kern, Eastern Sierra (some but not all activities) & Porterville sub-region partners		
6. Resource Sharing & Co-location - Activities 6.1.-6.7	2015-16, Fall 2016	Kern, Eastern Sierra (some but not all activities) & Porterville sub-region partners		
7. Professional Development & Capacity Building – Activities 7.1-7.2	2016-17	Bakersfield, North Kern, Eastern Sierra & Porterville sub-region partners		

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 4.1. The Kern AEBG Consortium identified seven gap areas within which strategies were developed to address those gaps. The seven gap areas include: Student Access (geography), Student Preparedness, Counseling and Student Support, Differentiation and Coordination of Services, Program services (establish / expand), Data Systems, and Communication & Outreach. The strategies and activities to address these gaps are specified in Tables 3.1. and 5.1., with identified timelines, sub-regions involved, outcomes expected and methods of assessment. In the first year, the Kern Consortium will address the following gaps with these identified activities:

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Gap#1 Student Access (geography) ***Transportation***	2015-2017	No. Kern, E. Sierra	Intermediate step while one-stops are established to address geography	Student access is improved, particularly in remote areas
Gap #2 Student Preparedness ***Course & program alignment***	2015-2018	All Kern AEBG Consortium Members	Pilot, implement, and incorporate as sustaining course offering at AS & CC	Students are more prepared because courses & programs are better aligned
Gap #3 Counseling & Student Support ***Prof. Dev. Staff***	2015-2018	All Kern AEBG Consortium Members	Engage all AS and CC staff, faculty & administrators in systems training	Students receive consistent across systems information
Gap #4 Differentiation & Coordination of Services ***Alignment of courses/ programs, Articulation & Dual Enrollment Agreements***	2015-2017	All Kern AEBG Consortium Members	AS & CC courses and programs are differentiated, coordinated and aligned across educational segments.	Students transcripts reveal continued progression through aligned sequence of courses.
Gap #5 Program Services (establish /	To be addressed in Years 2 and 3	All Kern AEBG Consortium	TBD	TBD

		Members		
Gap #6 Data Systems *Utilize CalPASS+ or other CCCCO data system*	2015-2018	All Kern AEBG Consortium Members	Engage consortium member staff in data systems training	Consortium data is collected, quality assured and used in formative evaluation of progress
Gap #7 Communication & Outreach *Systems Cross-training, Marketing & outreach*	2015-2018	All Kern AEBG Consortium Members	Engage consortium members in area-specific and system-wide cross training, marketing and outreach	Sub-region residents are aware of coordinated AS CC programs of study and their economic benefits.

4.3 Objective #5: <u>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.</u> 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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact

Consortium Project Coordination	2015-2019	Kern CCD	Effective project management	Project completion, overcoming obstacles, and analysis of related project & student data
1. Improved focus & resources for career exploration & soft skills – Activities 1.1.-1.3	Spring 2016-17	Bakersfield, North Kern, & Porterville sub-region partners		
2. Expanded articulation agreements – Activities 2.1.-2.2.	Align 2015-16 Pilot Fall 2016 Scale 2016-17	Bakersfield, North Kern, & Porterville sub-region partners		
3. Bridge Courses – Activity 3.1	Pilot Summer 2016	Bakersfield, North Kern, & Porterville sub-region partners		
4. Cooperative curriculum design & articulation – Activities 4.1.-4.3.	Spring 2016	Bakersfield, North Kern, & Porterville sub-region partners		
5. Alignment of course outcomes to multiple measures placement – Activities 5.1.-5.2.	Spring 2016	Bakersfield, North Kern, & Porterville sub-region partners		
6. Alternative course delivery models - Activities 6.1.-6.8	2016-2018	Bakersfield, North Kern, & Porterville sub-region partners		
7. Competency based skills assessments - Activity 7.1.	Fall 2017	Bakersfield, North Kern, & Porterville sub-region partners		
8. Contextualized learning - Activity 8.1.-8.2.	Fall 2018	Bakersfield, North Kern, & Porterville sub-region partners		
9. Concurrent enrollment – Activities 9.1.-9.7	Pilot 2015, Scale up Fall 16 –Fall 17	Bakersfield, North Kern, & Porterville sub-region partners		
10. Expanded course offerings - Activities 10.1-10.3.	Fall 16, Spring 17, Fall 17 & Spring 18	Bakersfield, North Kern, & Porterville sub-region partners		
11. Materials & Technology - Activities 11.1-11.2.	2015-16	Bakersfield, North Kern, & Porterville sub-region partners		

4.4 Objective #6: <u>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.</u> 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 6.2. Professional Development topics included integration and interaction among consortium members, improvement of student outcomes - college and career ready, curriculum, student support services, use of technology specific skills, use of technology- integration in instruction, and use of technology- integration in assessment, totaling $449,000 over the 2015-16 through 2017-18 three-year period. All consortium members have agreed to participate in professional development. Training will be scheduled for relevance and direct applicability to the work of the consortium. Specific Year 1 professional development includes:

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Consortium-wide prof. dev. on student outcomes Topics to be chosen for immediate relevance & direct applicability	2015-2018	All Kern AEBG Consortium Members	Prof. development will contribute to shared knowledge, implementation of seamless transitions and accelerated learning projects, and student outcomes	Project progress narrative & data analysis of student 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

○ 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 7.1. The Kern AEBG Consortium will leverage existing regional structures by co-locating with entities such as the Kern Inyo Mono LWIB America's Job Center and the other partners listed in Table 7.1., in the one or ore emporium / one-stop location(s) relevant to the partners' service area. The emporium / one-stop location(s) will potentially include a shopping mall and possibly other retail / commercial locations within the consortium service area. These one-stops will focus on providing outreach, assessment, student support services, and some programs and classes where services from the various stakeholders will be collaboratively provided.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Decentralized "one-stops" in rural areas & centralized one-stop in Bakersfield One-Stops provide seamless AS / CC services Use of technology to	K12, COEs, Ad. Schools, CCs, LWIBs, CBOs, KEDC, City / County Econ. Dev. orgs., CA EDD, DHS, & others	Facilities, infrastructure, outreach, referrals, & articulation.	Greater Bakersfield, No. Kern, E. Sierra, Porterville All Members	2015-2018		

expand decentralized reach of AEBG consortium services						
Integrated set of student social services and supports	CA / County DHS, EDD, LWIBs, CBOs, K-16 student support services & counseling staff	Provides coordinated & aligned student social service, student academic supports, and counseling	Greater Bakersfield, No. Kern, E. Sierra, Porterville All Members	2015-2018		
Coordination, Communication, and outreach	All Kern AEBG Consortium partners	System-wide coordinated communication and outreach	Greater Bakersfield, No. Kern, E. Sierra, Porterville All Members	2015-2018		
Job-Training on-ramp to post secondary education	LWIBs, & CBOs doing workforce training	Provides coordinated & aligned below-basic skills training, short-term job skills training, job placement & supports	Greater Bakersfield, No. Kern, E. Sierra, Porterville All Members	2015-2018		

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide

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

Regarding Sections 5: See separate Kern AB104 Member Allocation Form

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes: (Unduplicated headcount)
Adult Education (ABE, ASE, Basic Skills	14,812		
English as a second language	4,348		
Pre-apprenticeship training	216		
Careers and Technical Education	3,866		
Adults training to support child school success	Baseline TBD		In progress
Older Adults in the workforce	Baseline TBD in progress		Embedded within other categories in 2013-14
Adults with Disabilities	481		
Total	**23,723**		

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
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.		

Bakersfield Adult School is not currently running a program area specific to Adults Reentry into the Workforce. However, data indicates Adults 55 years of age and older are attending.

Table one reflects the percentage of those students in attendance, 55 years of age and Older.

	ABE	ESL	HSD	GED	CTE
FY 14-15	7%	11%	1.4%	2.4%	8%
FY 13-14	7%	11.1%	1.5%	3.6%	9.2%

The largest CTE programs attended by adults 55 years of age and older in both FY 13-14 and FY 14-15 were consistently Intro to Computers, MS Word, Keyboarding and EXCEL. Student's stated program goal was to Get a Job/Retain a Job.

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional)

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6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

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Section 7: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

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Attachment A: Governance Template
(word version)

Consortia Report on Governance Compliance of Rules and Procedures
The state is requesting that all consortia download, complete, and return this template in order to satisfy the Adult Education Block Grant governance requirement. This will also help each consortium develop a decision making structure/process that is agreed upon by consortium members.

Download and save this PDF, open it with Adobe Acrobat Reader, fill in the form fields, print the completed form, have each officially designated member sign the document, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, and budget.

Consortium Name: Kern

Planning Grant Fiscal Agent Name (for tracking purposes only):

Kern Community College District

Consortium Point Person (or person submitting this document):

Name: John M. Means

Consortium Role: Coordinator

E-Mail: jmeans@kccd.edu

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

Yes. All community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region have been allowed and encouraged to join the consortium as a member. Each eligible entity has been included in the AB 86 planning process, has been included in meetings, e-mails, and telephone calls with the District superintendents, adult school principals, assistant principals, college presidents and chancellor.

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

Yes. Each member has agreed to the reporting requirements within Assembly Bill 104. Each and every member has committed to reporting any funds available for the purposes of education and workforce services for adults and the uses of those funds. Each and every member has agreed to submit at a minimum an annual report on their uses of education and workforce services for adults. These reports will be reviewed by the consortium board members. Each and every member has signed a Memorandum of Understanding describing the duties and responsibilities of each member institution. The consortium will review, evaluate and certify that the services and uses of these funds conform to the regional plan. Member reports describing available funds, their usage and conformity with the regional plan will be presented at consortia meetings. The board and executive committee will review, evaluate and certify that the services and uses of these funds conform to the regional plan.

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

Each member's governing board will approve, authorize, and sign the Memorandum of Understanding. In a separate action, each member's governing board will designate a representative and an alternate. The governing board will provide a copy of the governing board's minutes including the designation action having been taken. The consortium will ensure that each member of the consortium is represented only by an official designated by the governing board of the member by maintaining these documents on file, by requiring notice of any change in the designated representative or alternate within the Memorandum of Understanding, and by identifying the member's representative (or the alternate) as the only official present and designated to represent the member.

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

Each designated member representative (and alternate) will receive meeting notices, draft agendas, final agendas, and any supporting documents. Each designated member representative (or alternate) will be encouraged to submit agenda items, and will attend and participate in consortium meetings and decision making.

Participation is deemed to have occurred if either the representative or the alternate was present through in-person, phone, or computer/internet enabled attendance at meetings, provided verbal comments and input, or has provided written comments and input on decision making matters.

Almost all of the AEBG Kern consortium members were participants in the AB 86 planning consortium and that process was very inclusive. The Kern Consortium will develop a website where future dates for meetings will be posted along with minutes of prior meetings, Agendas and any documents related to agenda items, including decisions to be made, at the future posted meetings.

5. What will be the relative voting power of each member?
e.g., 1 member = 1 vote
e.g., 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)
e.g., Other (eg, votes proportionate to adult students served)

The Kern Consortium Board will be comprised of each eligible member (member) and decisions at these meetings will be by consensus. In the event consensus cannot be reached, decisions will be made by one member, one vote. Decisions made by the Kern Consortium Board are considered recommendations to the Executive Committee. The Kern Consortium Board recommendations are submitted to the Executive Committee for final decision and/or final approval. The Kern Consortium Executive Committee has the authority to make final decisions or approve consortium action. For example, final decisions and approval to spend funds will be made by the Executive Committee.

The voting of the Executive Committee will follow the attached organizational structure (see figure 1) wherein the Kern High School District will have three representatives on the Executive Committee, the Kern Community College District one member, the Kern County Superintendent of Schools one member, and one member from the Porterville sub-region chosen by members within the Porterville sub-region, one member from the North Kern sub-region, chosen by members of the North Kern sub-region, and one member from the Eastern Sierra sub-region chosen by members of the Eastern Sierra sub-region. In the event of a split vote of the Executive Committee, the action item will be referred to the Kern Consortium Board for further action.

6. How will decisions be approved? E.g., by majority vote of 51%, or 50% +1 vote, or ⅔ of votes e.g. by consensus

Our intention is to continue the process achieved during the planning period which was to make decisions by consensus. All decisions will go to the Executive Committee for approval. Our goal is that all recommendations to the Executive Committee will be by consensus and the Executive Board generally supporting the decisions by the Board.

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

During the planning period, the consortium participants discussed a decision-making process. As indicated during the planning period, decisions were made by consensus. The consortium has arrived at this decision-making model over the past several months, after having considered the AEBG and AB104 language, and discussed several proposed models. There have been meetings on June 24th, August 7th, September 11th, and October 2nd 2015.

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

The Consortium will establish agendas and will notice meetings for a minimum of 72 hours. Members of the public may request that a copy of the agenda and "all documents constituting the agenda packet" be mailed to them. One of the agenda items will be "Public Comment" during which any member of the public may comment and provide input.

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

The Consortium will establish agendas and will notice meetings for a minimum of 72 hours. One of the
agenda items will be "Public Comment" during which any member of the public may comment and provide

input. Members of the public may request that a copy of the agenda and "all documents constituting the agenda packet" be mailed to them. The agenda with any supporting materials will also be posted on the Consortium website. The Consortium will establish an e-mail list of relevant adult education and workforce providers within our region. The agendas and relevant documents will be sent to those on the e-mail list and requesting comments and input. This input will be provided to all members that are working on that particular item for consideration. Public comments will be provided to the Board during the regularly scheduled meeting and entered into the minutes.

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

All comments received by the consortium will be provided to each member representative of the consortium board along with the agenda packet. All public comments provided during the meetings will be included in the minutes. The consortium intends to facilitate the development, implementation, and evaluation of significant projects that respond to AB 86 and AB 104 as outlined in our Plan submitted March 2015. This will lead to new and successful collaboration with our adult schools and community colleges, resolve the gaps, accelerate student progress, provide professional development and leverage existing regional structures and resources. To achieve this we will need to seek as much input from a variety of experts, students, and stakeholders during the entire process and not just at meetings. The Consortium expects to hire a full-time staff person whose focus would be to ensure public involvement and utilization of input from members of the public.

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

During the AB 86 planning process, the Consortium held a number of sub-regional meetings to gather input and ideas from adult school, community college, and other adult education and workforce training service providers, including public agencies, departments, offices such as safety and social services, workforce investment boards, libraries and community-based organizations. This focus on the specific needs of our sub-regions will continue. As described above, the Consortium will hire a full-time person that will facilitate the functioning of the consortium. The intention is to ensure that as we are implementing the Three Year Plan and each Annual Work Plan and that we are inclusive of information, data, and best practices from all sources. We will also ensure that all providers of education and workforce services are included.

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

The plan submitted by the Kern Consortium identified three funding level cases to inform and guide our decision-making process during the planning and implementation phases. The three funding level cases are: (1) current level of funding is maintained; (2) additional funding is received; and (3) optimal funding is available. These three funding level cases were a conceptual framework for planning rather than a set of defined dollar thresholds.

In the implementation phase, we will set out the activities identified for the first (and each successive) fiscal year and we will develop the detailed cost estimates for those activities. The costs for each partner as listed in the projects will be identified and aggregated into a distribution schedule pursuant to Section 84913.

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

The Kern Consortium has designated the Kern Community College District to serve as the fund administrator to receive and distribute funds from the program.

14. How will members join, leave, or be dismissed from the consortium?
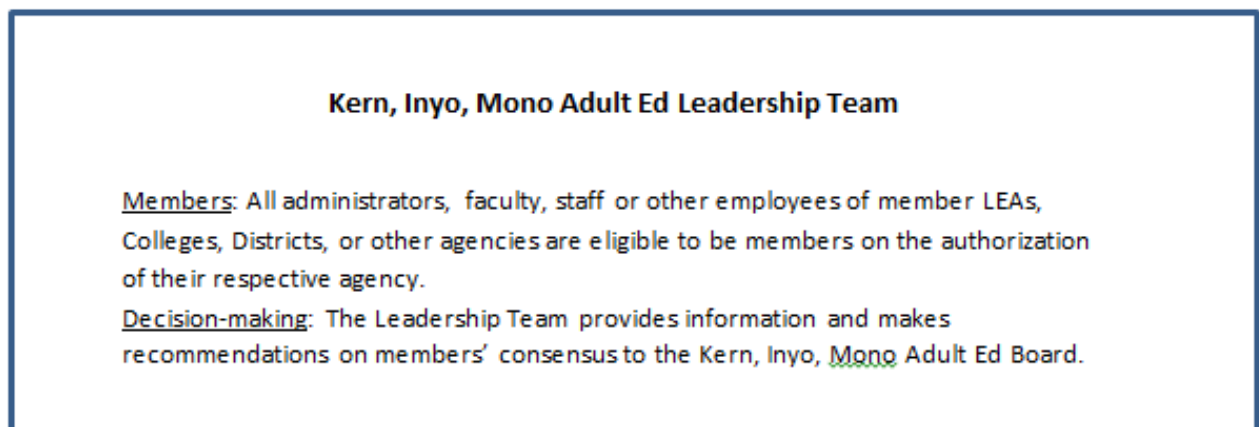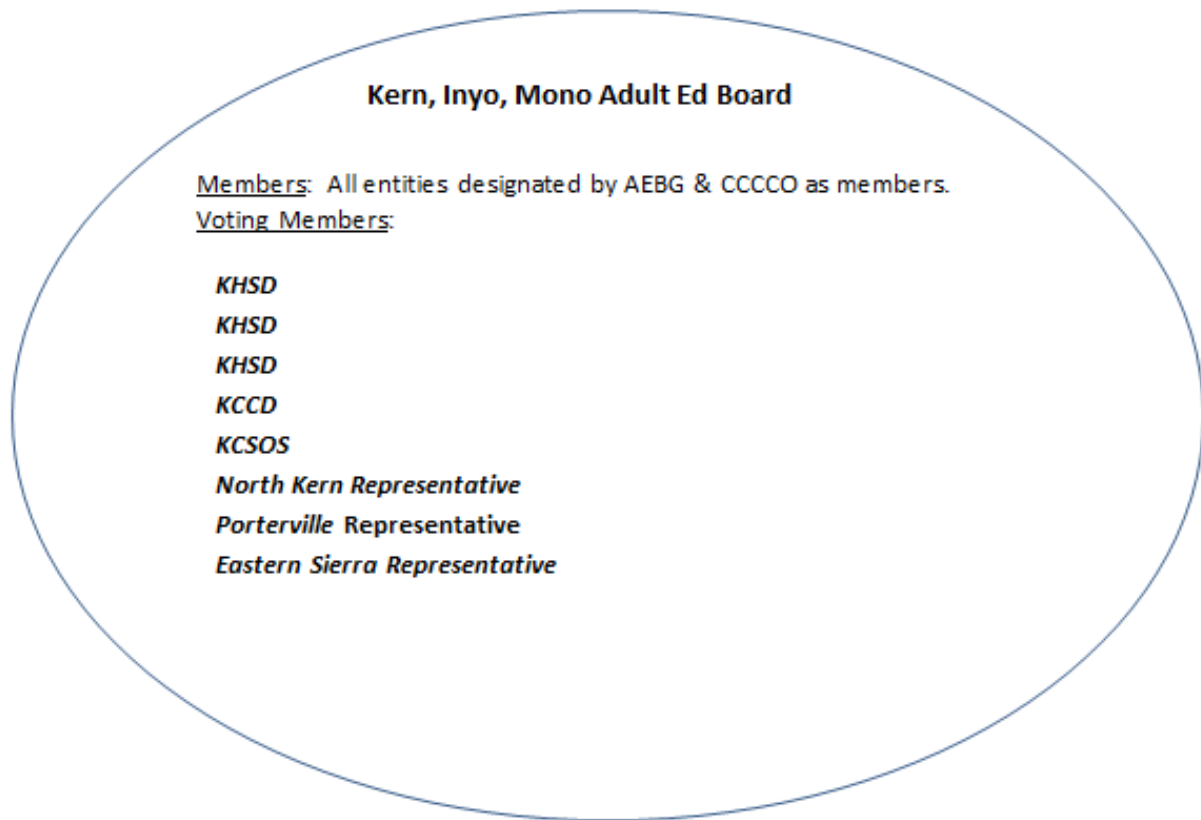
Membership actions including joining, leaving, or dismissal from the Consortium, will be decided by Consortium Board recommendation to the Executive Committee and Executive Committee final decision.

15. Does the consortium have a formal document detailing its working beyond this questionnaire? (Please provide a link)

Yes. In addition to this questionnaire (Governance template), there is also an organizational chart, and the Members' Memorandum of Understanding.

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Attachment B: Organizational Chart

Kern, Inyo, Mono Adult Ed Board

Members: All entities designated by AEBG & CCCCO as members.
Voting Members:

KHSD
KHSD
KHSD
KCCD
KCSOS
North Kern Representative
Porterville Representative
Eastern Sierra Representative

Kern, Inyo, Mono Adult Ed Leadership Team

Members: All administrators, faculty, staff or other employees of member LEAs, Colleges, Districts, or other agencies are eligible to be members on the authorization of their respective agency.
Decision-making: The Leadership Team provides information and makes recommendations on members' consensus to the Kern, Inyo, Mono Adult Ed Board.

Section 2: Plan Summary for Program Year 2015-16

Section 2.1. Executive Summary

The Kern AEBG Consortium plans to focus in the first year on opportunities to achieve, from the students' perspective, improved transitions between and a more seamless Adult Education and Community College educational system.

In order to achieve these objectives, the Kern AEBG Consortium plans to engage in a number of activities including cross-training of faculty, staff and administrators, to prepare for the collaborative efforts to differentiate (distinguish end point and beginning points) and align courses and programs between and across Adult Schools and Community Colleges within the Kern AEBG Consortium service areas in all or part the following counties: Kern, Tulare, Mono & Inyo.

The Kern AEBG Consortium will also implement the policy, procedural, and contractual agreements necessary to support the piloting and later full implementation of key acceleration strategies such as articulation agreements, dual enrollment agreements, embedded supplemental instruction, and other promising instructional, pedagogical, and andragogical practices to improve student outcomes.