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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

> 15-328-030

1.2 Consortium Name:

> Mendocino-Lake CCD

1.3 Primary Contact Name:

> Debra Polak

1.4 Primary Contact Email:

> dpolak@mendocino.edu

If applicable:

1.5 Fiscal Agent Name:

> Mendocino College

1.6 Fiscal Agent Email:

> ecichocki@mendocino.edu

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

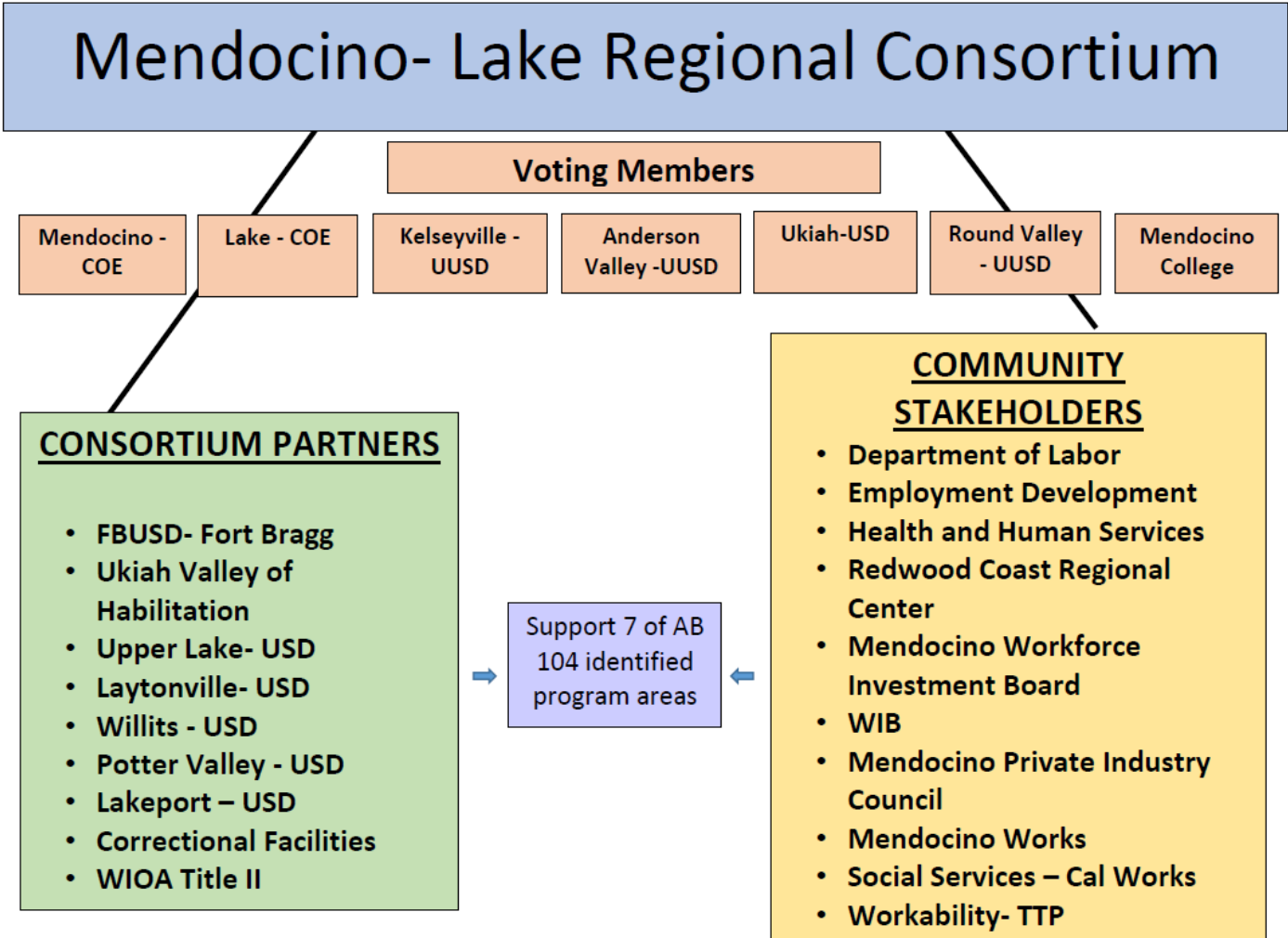**Table 1.7 – Consortium Membership (add rows as needed)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Mendocino College	Debra Polak	(707)468-3009	dpolak@mendocino.edu	
Lake County Office of Education	Tammy Serpa	707-467-5105	tserpa@mcoe.us	
Mendocino County Office of Education	Antonio Lopez	(707)467-5155	alopez@mendocino.edu	
Ukiah Unified School District	Penny Lauseng	(707)472-5010	plauseng@uusd.net	
Kelseyville Unified School District	Joe Del Prete	707-279-4923	joed@kvusd.org	
Anderson Valley School District	Noor Daewood	707-985-2953	ndawood@avpanthers.org	

Round Valley School District	Mark Smith	707-983-6174	msmith@mcoe.us	

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

The Mendocino- Lake Consortium operates programmatically and fiscally as evidenced by the governance template to implement the seven AEBG core activities, and the resources they bring to bear. Our AB86 comprehensive plan and the AEBG governance template highlight our partnership formation, leadership, vision, governance, and funding. We are a two rural county consortium stretching 3,200 square miles of Northern California. When we meet as a consortium once a month we are prepared to make programmatic decisions to implement our AEBG activities. We are a creative resourceful group of educators and service providers committed to function as a resource network for eligible adult students.

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.

Mendocino- Lake Regional Consortium

Voting Members

Mendocino - COE	Lake - COE	Kelseyville - UUSD	Anderson Valley -UUSD	Ukiah-USD	Round Valley - UUSD	Mendocino College

CONSORTIUM PARTNERS

- FBUSD- Fort Bragg
- Ukiah Valley of Habilitation
- Upper Lake- USD
- Laytonville- USD
- Willits - USD
- Potter Valley - USD
- Lakeport – USD
- Correctional Facilities
- WIOA Title II

Support 7 of AB 104 identified program areas

COMMUNITY STAKEHOLDERS

- Department of Labor
- Employment Development
- Health and Human Services
- Redwood Coast Regional Center
- Mendocino Workforce Investment Board
- WIB
- Mendocino Private Industry Council
- Mendocino Works
- Social Services – Cal Works
- Workability- TTP

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 Mendocino- Lake Consortium uses a single fiscal agent, Mendocino College. Mendocino College certifying officer is Debra Polak, Dean of Instruction. She is charged with developing and implementing the grant deliverables and technical assistance to our consortium. Debra is responsible for quarterly expenditure and progress reporting to the state. All consortium expenditures are reported to her office administrative assistant II, Mary Houghton, Mendocino College Instruction Office, 707-468-3005 on a monthly basis. Our consortium will begin a quarterly expenditure and progress reporting online in January 2016.

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.**

Mendocino /Lake AEBG consortium members are committed to collaborating and sharing resources across historical, geographical and institutional boundaries to provide adults in our region seamless and integrated educational pathways with multiple opportunities for successful entry and exit.

Our consortium will function as a responsive resource network for adult students by strengthening educational skills and workforce development services in our region. The consortium members and partners will restore and further develop the AEBG network to compliment and coordinate adult educational services to multiple local agencies sharing agreed upon goals and performance objectives.

The first goal of our consortium is to establish an agreed upon balanced governance structure to promote equity and build adult student capacity. Our two county consortium has educational sites scattered over 3,200 square miles of fire damaged and economically challenged communities in Northern California. The backbone of our successful consortium is our ability to close the geographical and transition gap of our rural communities. We will meet diverse student needs by serving as a regional network extending adult services in the Mendocino – Lake Community College District by aligning the focus and goals of AB 86 and AB 104 to the

objectives of our Adult Education Block Grant consortium.

Our consortium is using existing communication systems, established connections and current data-bases to reach out to serve remote rural areas. We have included and reflect each local community's culture and individual program focus in our two county effort. This effort is best expressed in the quote "Tell me and I forget. Teach me and I remember. Involve me and I learn." by Ben Franklin. Our AEBG consortium has developed program objectives detailing how we will involve eligible adult students in the seven AEBG program areas.

Our vision of supporting learning as a lifelong goal for each adult student by increasing elementary/secondary basic reading, writing and math skills is shared by all members and partners in our consortium. Providing eligible immigrants a citizenship program or English language development is shared by all of our consortium. Professional working skills of communication, problem solving teamwork, project planning and critical thinking are agreed upon priorities for each adult student involved in the workforce preparation programs we offer. We understand adults enter and reenter the workforce. Preparing adult students for a job is not a complete thought. Preparing adults for transitioning between several career pathways in several industry sectors is the big picture approach of preparing adults for regional employment opportunities. Research tells us adults stay in a region and seek jobs to stay connected to their region of choice. Career Technical Education certification courses in areas of high employment are a strong rigorous and relevant approach our consortium member agencies and the Mendocino/Lake College District have supported and sustained over the past four decades. By integrating existing programs and developing programs to transition adults to postsecondary education and the workforce, our consortium will continue to coordinate adult education programs with a foundation that has survived because of our quality program commitment to serve adult students in our rural and remote communities.

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)

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

Integrate existing programs and create seamless transitions into post-secondary education or the workforce.

Educational Pathways	Alignment Activities	Responsible Parties	Methods of Assessment	Timeline	Outcome Indicators
Regional Communication pathways	Discipline specific planning groups for consortium members	All Consortium members	Completion of group outcome goals	January 2016	Strategic plain for Year 2 and 3
Regional Communication pathways	Maintenance of webpage for adult learning in the region	Mendocino – Lake Adult Ed. Consortium	Web presence maintained	Ongoing	Public awareness of effort documented
Pathways to postsecondary and workforce	Define and "map" pathways with multiple entry and exit points for each student	All consortium members and partners	Student success and persistence data (completion of programs) Increased	Continuously revised as needed	Progress data submitted to AEBG portal
Pathways to postsecondary and workforce	"embedded" access in adult education to student services, including	Mendocino College	Enrollments in the college and adult school	June 2016	Progress data submitted to the AEBG portal

	counseling, guidance and follow-up.			

Three key activities each planning Objectives for 2015-16

1. Educational Pathways
    a. Continue education summits to identify pathways to employment
    b. Provide individual students with attainable goals by "mapping" multiple entry exit points.
    c. Provide regional college model "educational plan" for adult students service providers to include Citizenship, pro-apprenticeship, basis skills, ESL, CTE, certification and degree programs.

2. Creating alignment of placement
    a. Each consortium member and partner site location will have access to online placement tools at Mendocino College
    b. ESL incorporated with workforce preparation integrated training model for transition from consortium member site to college
    c. Citizenship classes include worker responsibilities and rights.

3. Creating alignment of curriculum
    Use Exporting Reading and Writing Curriculum (ERWC) to provide overlap between high school and college reading and working skills.
    a. Dual enrollment of CTE courses at consortium members sites blending high school and adult students in CTE certification courses like Medical and Dental Assistant, CalFire Academy, Professional office worker.
    b. Create entry points for adult learners by using consortium approved curriculum supporting self-efficacy, self-directed mastery academic experiences with an emphasis on writing,, inquiry, teamwork, grit, organizational skills and reading to learn.

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?

Assessment is one of the most effective strategies to increase learning. The AEBG regional assessment plan is to use the comprehensive assessment system. This is a system a process of eliciting evidence of adult learners understanding and adapting instruction to increase the rate of learning. This involves 3 key steps:
1. Set challenging meaningful learning goals providing learners with multifaceted criteria to define success. (IE Certificate).
2. Use evidence of learners understanding to provide actionable feedback

3. Motivate students to improve their performance.

Assessment to promote learning: Set challenging, meaningful, goals for students understanding; collect evidence about current position relative to goals; and then identify ways to close the gap between the two (adapted from Black & William, 2009)

	Where the learning is going/the goal	Where the learning is	How to get there
Instructor	Set challenging, multifaceted goals, and clarify learning intentions and criteria for success.	Elicit evidence for student understanding through discussion and activities.	Focus on the what, how, and why of the task or problem, provide feedback that moves learning forward and actionable steps to address misconceptions and advance learning.
Peer	Share and understand learning goals and criteria for success	Peer assessment; students act as instructional resources for one another.	
Learning		Self-Assessment; student act as owners of their own learning.	

Blending standardized and classroom assessment into a synergistic balanced system is our AEBG regional assessment plan. Some of the standardized tools used are Test of Adult Basic Education (TABE), Adult Basic Learning Examination (ABLE). ESL assessment tests used are Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS).The consortium will utilize Mendocino College placement tools for ESL, English and Math as "Accuplaced".

Alternative assessment is also used by our consortium and partners members. This classroom based authentic assessment involves surveys, interviews, checklists, observation measures, self-assessment, portfolios, and performance samples.

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?

Student enrollment, demographics and performance data will be collected by each individual consortium member site. We plan to test the ASAP registration and management system. The Administration Software Applications, INC (ASA) headquarters in Sunnyvale, CA will provide our consortium with online registration, real-time class availability, and automatic waitlist signups, custom registration forms for demographics and performance data, This ASAP system will also help us manage the consortium information. We will also explore the new ASAP Teacher's Assistance app. Teachers will be able to record and submit attendance from their phone in the classroom. The 3,200 square mile consortium just got closer through this software.

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
"Scaling up" transition strategies of embedded access to student services for adult education students including counseling, guidance and follow-up at Mendocino College for each consortium member site.	January 2016- June 2016	All members and partners	Improved adult education services and enrollment	Measure data of participants
Develop Increased consortium adult education classes with concurrent and dual enrollment opportunities	January 2016 – June 2016	All members	Increase number of dual enrollment opportunities.	Measure number of classes and students participating

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
Develop distance learning for adult education basic	January – June 2016	All members	Increased opportunities for adult learners in	Numbers of participants in general and in

			remote regions	remote areas
skills, citizenship, ESL, academically assisting k-12 school children				
Developing non-credit basic skills HiSet and diploma program in Round Valley	January-June 2016	Mendocino College	Address need for diploma/equivalency seekers in Round Valley	Number of students participating in program (eventually completion)
Develop Testing Center at Mendocino College	January 2016	Mendocino College, UUSD, LCOE	Have testing center at Mendocino College	Numbers of students taking Pearson tests at the College
Continue to develop integrated resource team to support students with disabilities	January – June 2016	All members	More opportunities for classes and training and job placement	Workability and TPP data

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.

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
Continue to develop acceleration in math and English in the basic skills levels at Mendocino College	June 2016	Mendocino College	Higher success rates and persistence to college level math and English	Course success rates; enrollment and success rates in transfer level math and English
Vocational ESL paired with non-credit CTE and adult classes	January – June 2016	Mendocino College, UUSD, MCOE	Development of paired classes	Numbers of English language learners accessing and completing CTE courses
Explore IBEST model for ESL students at Mendocino College	April 2016	Mendocino College	Increase enrollment in ESL	Measure enrollment and performance data

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 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
Send consortium team to IBEST Professional Learning Conference	February 2016	Consortium Team	Report to consortium at March Meeting	Evaluate professional learning information
Involve Consortium in planning for Teachers on Teaching conference	January – June 2016	Consortium team	Adult Education themes incorporated into October conference	October conference program and participation.
Support consortium members and regional partners in pursuing professional development opportunities with emphasis in across institution team attendance	January – June 2016	All members	Increased collaboration and streamlining of curriculum	Professional development attendance and implementation of new programs.
Support local summits around AEBG program areas	January – June 2016	All members	Increased collaboration and streamlining of curriculum and programs	Participation at summits and evaluations.

4.5 - **Objective 7:** <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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
AEBG Program outreach to WIB, Social Services, CAL Works, EDD, WIOA, Title II by consortium	WIB, social services, EDD, WIOA Title II	Coordinating services provider resources— funding opportunities	AEBG consortium presentation committee	January – June 2016	5-10% increase in enrollment	Enrollment data

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
to share AEBG implementation and scope of work.						

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)

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some

students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

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

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

Using the **Performance Measures Workbook** for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.2: Performance Outcomes by Member – Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

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

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

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Section 7: Consortium Member Signature Block

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