



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

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
El Monte Union High School District	Deborah Kerr	626.258.5800 Ext 8805	Deborah.kerr@emusd.org	8-5-15
El Monte Union High School District	Irella Perez	626. 444.9005	Irella.perez@emuhsd.org	8-5-15
Tri Cities ROP	Tracie Zerpoli	562.698.9571 Ext 100	tzerpoli@tricitierop.org	8-13-15
Tri Cities	Maura	562.698.9571	Mmurabito@tricitierop.org	8-13-15

ROP	Murabito	Ext 202		
Rio Hondo College	Teresa Dreyfuss	562.692.0921	tdreyfuss@riohond.edu	9-9-15
El Rancho Unified	Charles Collings	562.801.5009	ccollings@erUSD.org	8-19-15
El Rancho Unified	Martin Galindo	562.801.5199	mgalindo@erUSD.org	8-19-15
El Rancho Unified	Roxane Fuentes	562.801.5199	rfuentes@erUSD.org	8-19-15
El Rancho Unified	Ruben Frutos	562.801.5199	rfrutos@erUSD.org	8-19-15
Whittier Union	Sandra Thorstenson	562.698.8121 Ext 1000	Sandra.thorstenson@wuhSD.k12.ca.us	7-30-15
Whittier Union	Loring Davies	562.698.8121 Ext 1020	Loring.davies@wuhSD.k12.ca.us	7-30-15
Whittier Union	Deborah Roberts	562.698.8121 Ext 1305	Debbie.roberts@wuhSD.k12.ca.us	7-30-15

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

Currently all K-12 school districts (El Rancho Unified, El Monte Union, Whittier Union) geographically located within the Rio Hondo Community College District are members of the consortium, along with Rio Hondo College, the only community college in the Community College District. Tri-Cities ROP, a JPA, has recently joined the RHRAEC as required by AB104 guidelines. As of now, we are not aware of any other agencies qualifying for and/or requesting membership. (To our knowledge, the LA County Office of Education is not located within the RHRAEC and does not have an adult education program. Qualifying agencies will be allowed to join the consortium as members upon their request and the determination of official representatives by their governing boards.)

All members have committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the use of those funds. Information regarding funds available and their intended use will be collected on a spreadsheet, Google

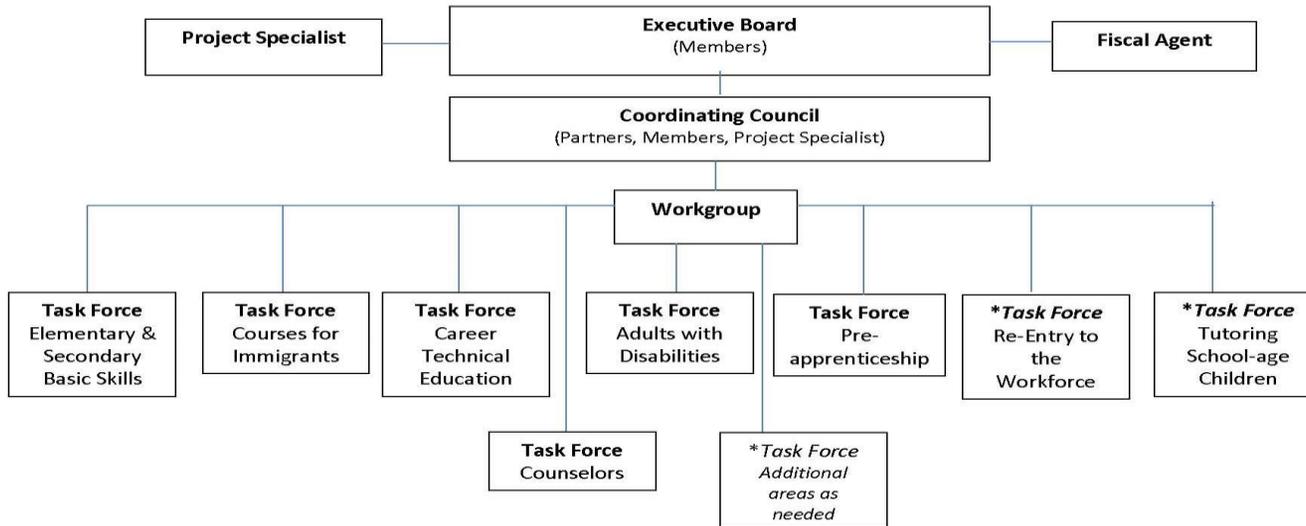
form, or template provided by the state and then compiled to be reported by the consortium. Funds to be reported include, but are not limited to, LCFF, Carl Perkins, CalWORKS, Adult Education and Family Literacy Grant, other grants, apportionment, etc.

During the 2015-2016 school year, Rio Hondo College will serve as Fiscal Agent. Allocations of consortium funds to each agency were determined based on each agency's plans to address the objectives of AB104/AB86 (needs and gaps in services to adult learners in the region, accelerate student learning, facilitate seamless transitions to postsecondary and/or the workplace, expand/improve professional development, and leverage resources) as well as consideration of the number of students served comparatively.

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.

All members have committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the use of those funds. Information regarding funds available and their intended use will be collected on a spreadsheet, Google form, or template provided by the state and then compiled to be reported by the consortium. Funds to be reported include, but are not limited to, LCFF, Carl Perkins, CalWORKS, Adult Education and Family Literacy Grant, other grants, apportionment, etc.

**RIO HONDO REGION ADULT EDUCATION CONSORTIUM
ORGANIZATION CHART**



*Task Force to be initiated as need is determined.

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?

- Following CCCCCO guidelines
- Setting appropriate budgets and accounts for each member
- Monthly allocations
- Quarterly reports/revisions
- Excel spreadsheets to track expenditures
- Teresa Dreyfuss, CEO of Rio Hondo College-Fiscal Agent

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.**

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 III (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

EXAMPLE

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
Total	\$0	\$0

EXAMPLE

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

- Provide counselors for students
- Coordinated language and procedures
- Seamless transitions
- Passporting among agencies
- Student portal with:
 - Interest inventories
 - Links to information from all RHRAEC member/partner agencies
- Work with Community College to articulate adult school CTE courses so that students can progress along a pathway to college and career.
- Dedicated non-credit counselors for Rio Hondo College
 - Assessment
 - College orientation
 - Education Plan

- Alignment of:

- Placement

- Counseling provided by all members
- Movement toward common assessment tools used for placement

- Curriculum

- Align/correlate curriculum by programs
- Align curriculum to allow students to make a successful transition to college curriculum that is not duplicated but works together to allow student success

- Assessments

- *Correlate assessments used by all members*

- Implement CASAS assessment of participants in ESL, ABE and HSD

- Progress indicators

- Certificated completers by region
- Job placement by region
- Graduates by region
- Retention
- Progression/transition
- GPA
- RHC application

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

- Shared among members
- Stackable certificates
- Completion
- Placement

- 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

Students attending community adult schools will meet with the community college representative to facilitate transition to post-secondary. Regular and ongoing support for students who choose to transfer to college will occur at each adult education program. Community college counselors will work weekly with adult schools to assure that students are successful in the transfer.

- RHC counselors at adult schools
- Professional Development and communication among all counselors
- Common assessments so students arrive college ready
- Provide on-site assessments, college orientations, and abbreviated educational plans
- Alignment of ESL pathway including transitional ESL
- Articulation with college
- Alignment of Industry Standards
- Imbed math, reading, writing for CTE (contextualized learning)
- Expand website and directory of programs available to help students find services they are

seeking throughout the region

- Institute and/or expand strategies within each program that facilitate student movement within agencies (from one program/department to another)
- Use business contacts/business advisory council to assist in planning, advising, preparing students for employment

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?

Each adult school has established placement and procedures for tracking progress of ESL, ABE, and GED students. Placement tools include CASAS tests (reading, math and/or listening), TABE (basic skills reading and math), oral interviews, writing samples and locally-developed assessments. Students are placed into ESL and ABE levels and appropriate GED/high school equivalency preparation activities based on the assessment results. Rio Hondo College basic skills students are placed using the Accu-Placer assessment. Basic Skills students are placed according to the results of the Accu-Placer reading and writing assessment. Rio Hondo College is implementing CASAS assessments for non-credit ESL.

At Whittier Adult School, all CTE students are assessed in reading and math. Assessment results are used to determine a student's readiness for specific CTE courses. When the assessments indicate that remediation would be helpful, students are referred to Business Writing and Business classes embedded within the CTE department and attended concurrently with CTE courses or are referred to appropriate ABE basic skills classes.

Rio Hondo and El Rancho are moving toward using CASAS assessment tools for both placement and the tracking of student progress.

At El Monte-Rosemead Adult School, students are assessed using CASAS assessment for ESL, ABE, HSD and Certified Nurse Assistant classes. Students with emerging English language skills are placed in ESL classes Levels 0-6. Students who enroll in CTE classes are encouraged to have completed ESL Level 4 for optimal success in CTE classes. *TOPS* Enterprise software is used to track student progress in language acquisition and readiness to transition to HSD/HSE activities or CTE training.

Students with developmental or physical disabilities are assessed upon entry and are placed into classes appropriate to their skills levels. In many cases, assistance in the classroom is provided through support staff assigned to individuals by local agencies that serve disabled adults.

During 2015-2016, RHRAEC agencies will develop strategies for sharing data collected with common assessment and demographic/attendance systems (CASAS and ASAP). Assessment applications and costs for implementing the use of Accu-Placer at adult schools are being investigated. Accu-Placer

would be used in order to assess readiness for transition to postsecondary programs. By taking steps toward using common assessments, transitions between and among programs can be facilitated.

Assessments are also provided for local workforce/One-Stop agencies. For example, Whittier Adult School has contracted with SASSFA (Southeast Area Social Services Authority) to assess clients for employment and/or on-the-job training. Assessment includes CASAS Employability tests, TABE basic skills tests, Self-Directed Search career interest survey, a writing sample responding to a specific prompt, and an interview with a counselor.

As noted previously, Rio Hondo College is implementing CASAS assessments for ESL. Other adult non-credit programs will use Accu-Placer for assessment. Adult schools plan to use Accu-Placer to help students determine their readiness for the transition to postsecondary. Using Accu-Placer can help ensure that students will be prepared to enter credit classes without having to attend pre-credit basic skills classes.

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 is tracked using ASAP (adult schools), Banner and MIS (community college), and AIM (ROP). Student performance is tracked using TOPS Enterprise and Accu-Placer. Assessments are completed upon enrollment and at intervals throughout the school year. In addition to standardized tests, locally developed assessments are used in classrooms, including performance-based evaluations. In CTE, each course involves a series of requirements that students must complete to demonstrate skills achievement. Certificates are issued and tracked as components are completed.

Information on the number of students served, the demographics of enrolled students, courses completed, and certification achieved will be tracked using the attendance and data collection systems noted above. Data is collected in each classroom and then by agency. Information on student learning gains is collected using Accu-Placer, AIM and TOPS Enterprise. Reports on learning gains are provided to instructional staff, helping them to focus on specific program and student needs and targeted outcomes. School vocational counselors and Job Developers assist with tracking student job placement. Follow-up surveys provide additional information regarding outcomes such as employment, academic achievements, etc.

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
Workshops at adult schools with Rio	At least once each term, beginning	Rio Hondo College, Whittier Adult	Assistance to students regarding	Follow-up with students who

Hondo counselors for students transitioning to postsecondary.	Winter 2016.	School, El Rancho Adult Education Center, El Monte /Rosemead Adult School	procedures for enrollment in postsecondary (additional students transitioning)	attend workshops; tracking through enrollments in Rio Hondo College.
Implement services at Rio Hondo "Re-Entry Center" focusing on adult learners returning to school.	Current and ongoing	Rio Hondo College	Increased number of non-credit students receiving counseling services. Increased transitions from non-credit to credit programs.	Track number of students receiving services; track student transition from non-credit to credit courses.
Make adult school and ROP students aware of counseling and support services available at Rio Hondo and at the adult schools/ROP.	November 2015	El Monte-Rosemead Adult, Whittier Adult, El Rancho Adult Education Center, Tri-Cities ROP	Increased numbers of students from adult schools/ROP using Re-Entry Center services to facilitate transition to postsecondary.	Tracking numbers of students accessing services.
Add temp GED prep teacher	Fall 2015	El Monte /Rosemead Adult School	Additional GED /HSE Completions	TOPSPro Data base
Add 1 FT Literacy Instructor	Fall 2015	El Monte/Rosemead Adult School	Provide service to low literacy level students (English Speakers)	Transition of students to ABE Classroom
Expand staff in Career Center to assist with student transition to the workplace	Fall 2015 Winter/Spring 2015/2016	El Monte/Rosemead Adult School, El Rancho Adult Education Center	Increase of documentation of student placement	Improved availability of data on workforce placements; increased job placements
Establish articulation for CTE classes, continue articulation with Rio Hondo College, add additional articulations	Fall 2015 Spring 2016	El Monte/Rosemead Adult School, RHC, TriCities ROP, Whittier Adult School	Structure in place to transition CTE students, additional opportunities for smooth transition to post-secondary	Copies of student transcripts, number of students continuing at post-secondary
Continue information sharing in classrooms re: opportunities in post-secondary, use Job Developer to	Fall 2015 Spring 2016	Whittier Adult School	Increase movement to employment and postsecondary career training	Increased participation in articulation to Rio Hondo and employment.

work with employers and facilitate transition to workforce				
Continue to provide academic and vocational services to adult learners.	Current and ongoing	Whittier Adult, El Monte-Rosemead Adult, Tri-Cities ROP	Information on resources and educational options available.	Follow-up surveys/evaluations of services received and outcomes.
Add academic and vocational counseling	November 2015	El Rancho Adult Education Center,	Increased accessibility to support services for students	Tracking appointments and students served. Follow-up surveys/evaluations of services received.
Continue to collaborate to align/create common assessment procedures.	Current and ongoing	All	Improvement of articulation and transition among programs	Track the use of common assessments to measure student progress and improve data collection.

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).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expand the number of ESL classes and/or extend the hours for current classes	Winter/Spring 2015-2016	Whittier Adult School, El Monte/Rosemead Adult School, El Rancho Adult Education Center	Expanded service to English language learners, More students enrolling – shorter waiting lists	Comparing enrollments; number of students attending/completing ESL classes; increased learning gains
Implementation of RHRAEC website	October 2016	All	Increased awareness of	Track “hits” on the website; survey

			services available in the region and how to access them	students regarding how they learned about services available
Create a directory of services available within the region	December-January 2015	All	Improved awareness of and access to educational and support services for adult learners	Track referrals among agencies initiated through use of the directory
Expand the use of technology, including online software, to provide 24/7 learning options for students	August 2016	Whittier Adult School	Increase access to high school equivalency testing for adult learners in the region	Track numbers of students accessing high school equivalency tests at Whittier Adult and throughout the region
Add Babysitting services (PM)	Fall 2015	El Monte/ Rosemead Adult School	Increased student attendance	Enrollment and attendance reports
Pathway to college	Fall 2015	El Monte/ Rosemead Adult School, RHC, Whittier Adult School, El Rancho Adult Education Center	Students meet with RH counselors to plan transition to college from Academic classes	Track numbers of students that enrolled at Rio Hondo from
Allocate counseling to transition ESL to HSD/CTE classes	Fall 2015 Winter/ Spring 2015/2016	El Monte /Rosemead Adult School, El Rancho Adult Education Center, Rio Hondo College, Whittier Adult	Clear student transitions	# of ESL students graduating
Develop new Construction trades classes (CTE)	Spring 2016	El Monte/ Rosemead Adult Education Center	2 classes	Student enrollment
Add Adults with Disabilities Class	Fall 2015	El Rancho Adult Education Center	1 Class	Student enrollment
Add ABE	Fall 2015	El Rancho Adult Education Center	2 classes	Student enrollment
Collaborate with district/regional experts to provide training for teachers with adults with	Fall 2015	Whittier Adult School	Adults with disabilities better served	Track number of teachers attending training

disabilities in classes				
Add counselor	November 2015	El Rancho Adult Education Center	Provide needed counseling services	Track student appointments with counselor and evaluation of services received.
Reinstate high school equivalency testing (GED/HiSET)	October 2015 to January 2016	Whittier Adult School	Provide needed counseling services	Track student appointments with counselor and evaluation of services received.

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expand the use of technology, including online	August 2016	Whittier Adult School, Tri-Cities ROP	Accelerated student learning because of	Tracking student usage of online software and

software, to provide 24/7 learning options for students			increased access	learning gains using software student management system.
Embed basic skills instruction in the CTE program. Assess all CTE students in order to determine individual need for basic skills instruction	Current	Whittier Adult School	Accelerate student learning by providing integrated contextual learning.	Tracking student progress in both basic skills and CTE course requirements.
Develop and implement accelerated CTE courses	May 2015	Whittier Adult School	Accelerate student learning and completion of CTE course requirements and certifications	Tracking student progress, certificates earned and course completion.
Compress career sequences for CTE	Fall 2015	El Monte /Rosemead Adult School, Whittier Adult School, El Rancho Adult Education Center	More students successfully completing training	Career center documentation of sequences completed
Implement Career Certification testing for all CTE classes	Spring 2016	El Monte /Rosemead Adult School, Whittier Adult School	Students better documenting readiness for work	Number of students completing certification
Continue/create Competency Based learning lab for CTE Business classes	Spring 2016	El Monte/ Rosemead Adult School, El Rancho Adult Education Center, Whittier Adult School	Students have more learning options to accelerate learning	Enrollment and completion 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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Region-wide program area meetings including staff from all agencies to share strategies and curriculum	October 2015 (Stakeholders Conference) and at least two times per year on an ongoing basis.	All	Improved communication among agencies and the acquisition of a wider array of instructional strategies for individual staff members.	Survey of participants and observation by school administrators
Invite experts in professional development fields (use of technology;	October 2015 (Stakeholders Conference) ; November 2015	All	Improved awareness of creative and innovative	Evaluations from participants and tracking of the implementation of

communities of learning; etc.) to provide training to consortium members and stakeholders	(Workforce and Trades Conference); throughout the year		strategies to improve instruction and student learning	ideas presented in professional development sessions; observation
Monthly Professional Development in all program areas	Fall 2015	All	Alignment of language	Follow-up on the application of skills acquired through professional development; evaluations of professional development opportunities.
Support and increase attendance at state/regional conferences and/or workshops. Share information regarding local professional development, encouraging inter-agency attendance.	Current and ongoing	All	Improved skills in course content and/or instructional strategies	Follow-up on the application of skills acquired through professional development; evaluations of professional development opportunities.

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)
- SASSFA
- Labor Council

● 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
- Participate in the activities of other adult education consortia and interact regarding activities that support adult learners.

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

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Workforce prep class	GAIN office	Provide soft skills instruction to agency participants	EMUHSD	Fall 2015	Gain participants	Students completing

Participate in the San Gabriel Valley Economic Partnership meetings	San Gabriel Valley Economic Partnership	Assist with internship opportunities	EMUHSD, El Rancho Adult Education Center	Fall 2015	CTE students	Connection of students to the workplace.
Participate in Southeast Area Social Services Authority (SASSFA) Partner Meetings	SASSFA	Student referrals; support services for students; employment services; connections with other Partner agencies	Whittier Adult; Rio Hondo College	Current and ongoing	Students seeking employment , including CTE, GED, HSD/HSE and/or ABE students; veterans	Track student referrals, services provided, and outcomes.
Contract with Workforce Investment Board authorizing referrals from workforce agencies.	Workforce Investment Board;	Post course information on iTrain and CalJOBS; refer students for job training	Whittier Adult School	Current and ongoing	CTE students	Track number of students referred and completion percentages.
Work with SASSFA in developing and implementation of pre-apprenticeship program	SASSFA and local unions	Connections to unions and other employers; preliminary pre-apprenticeship programs	Whittier Adult School, Rio Hondo College	Winter 2015	Students interested in manufacturing jobs and apprenticeship programs	Student completion of pre-apprenticeship programs; track placement into employment or pre-employment programs
Use business contacts in school advisory council	Local businesses, Chamber of Commerce, EDD	Provide insight and guidance for program improvement, including employer needs	Whittier Adult School, El Monte/Rosemead Adult School	January 2015	CTE staff and students	Adjustments to curriculum/program design that provide improved services to students; student progress; employer satisfaction survey
Collaborate with EDD, Dept. of Rehab, etc	EDD, Dept. of Rehab, Job Corps, etc.	Student referrals; regional data regarding employment needs, economic	All	Current and ongoing	Students	Track referrals and student outcomes

		trends, etc.				
Perform assessment for SASSFA	SASSFA	Assess students prior to placement in employment programs; collaborate in fulfilling WIOA requirements	Whittier Adult School	Current and ongoing	Students seeking employment through SASSFA	Track assessment results
Provide personal/family counseling and support services	SPIRITT Family Services, Foothill Family, Asian Pacific Clinic	Provide support services; family communication classes and counseling to students	Whittier Adult School, El Monte/Rosemead Adult School	Current and ongoing	Students requesting personal/family counseling and support services	Feedback from students receiving services
ESL classes	PhibroTech and Presbyterian Intercommunity Hospital, Ted Levine Drum Company	Customized on site ESL classes for employees	Whittier Adult School, El Monte/Rosemead Adult School	Current and ongoing	Employees	Student progress and feedback from employers
ESL classes	East Whittier City School District, El Monte City School District	Classroom and support staff for ESL class at Ceres Elementary School, Cortada Elementary	Whittier Adult School, El Monte/Rosemead Adult School	Current and ongoing	Parents and community members	Track student progress using TOPS Enterprise and ASAP; feedback from school staff
Participate in LA County WIB meetings	LA County WIB	Connect Educational Resources to the Americal Job Center	El Monte/Rosemead Adult School	Current and ongoing		Track student progress using TOPS Enterprises and ASAP; feedback from school staff
Community Resource Fair	Foothill Family, Asian Pacific Clinic, DPSS, EDD, Goodwill Industries, San Gabriel Valley Vector Control, 211 LA	Connect Students with Community Based Resources	Rio Hondo College, El Monte/Rosemead Adult School	Yearly	Students and Community Members	Supporting students to school success

	County Help Line, Social Security, LA County Library, Greater El Monte Hospital, Santa Maria Hospital, Legal Aid					
Sponsor Community Job Fair	American Job Centers, El Monte/South El Monte Chamber of Commerce, Goodwill Industries, EDD	Connect students to jobs and internships	El Monte/Rosemead Adult School	Spring 2016	Students and Community Members	Track student job placements

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 NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 3. Consortium Member Table by Objective 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							
Obj. 3: Seamless Transition									\$0
Obj. 4: Gaps in Services									\$0
Obj. 5: Accelerated Learning									\$0
Obj. 6: Professional Development									\$0
Obj. 7: Leveraging structures									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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
Adult Education (ABE, ASE, Basic Skills)	5,040		
English as a second language	6,693		
Pre-apprenticeship training	1,029		
Careers and Technical Education	4,520		
Adults training to support child school success	0		
Older Adults in the workforce	0		
Adults with Disabilities	0		
Total	17,282		

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.		

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)

- Monthly, all data will be collected by the Program Director to combine and share with all consortium members.
- At Coordinating Council Meetings information will be distributed and discussed.
- Student participation in workshops focusing on transitions to postsecondary.
- Input from local businesses/employers regarding qualities of employees that they are seeking.
- Input from local agencies that serve adults with disabilities regarding support services available and needed.

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 Rio Hondo Region Adult Education Consortium Workgroup will meet at least monthly to assess agency progress on annual plan activities and Consortium objectives.

In addition, the following approaches and measures will be employed:

- Analyze data and track student outcomes as prescribed using TOPS Enterprise, Accu-Placer, AIM, MIS and ASAP.
- Post activities/progress on RHRAEC Consortium website
- Monitor activity on consortium website
- Report to Executive Board quarterly on collected data (attendance, learning gains, courses completed, transition to postsecondary, employment)
- Conduct surveys to assess effectiveness of seamless transitions
- Solicit public input—suggestions, recommendations, and evaluation—through public meetings, the RHRAEC website, etc.
- Solicit feedback from stakeholder agencies regarding focus and appropriateness of activities/services to students.

Name:

Albert Michel

Consortia Partner:

Bassett Unified School District

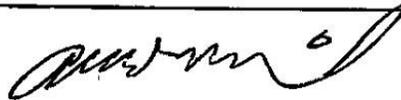
Email:

amichel@busd.k12.ca.us

Date:

October 29, 2015

Signature Box:

A handwritten signature in black ink, appearing to read "Albert Michel", is written inside a rectangular box.

Section 7: Consortium Member Signature Block

Name:

Deborah Kerr

Consortia Member:

El Monte Union High School District

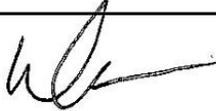
Email:

Deborah.kerr@emuhsd.org

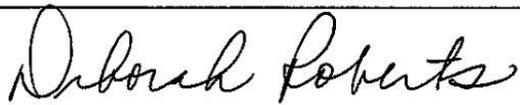
Date:

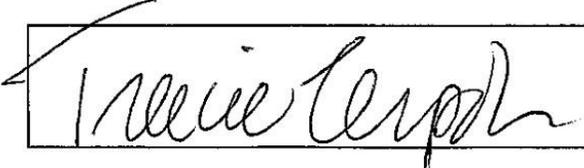
October 29, 2015

Signature Box:

A handwritten signature in black ink, appearing to be 'DK', is written inside a rectangular box.

Name: Chuck Collings
Consortia Member: El Rancho Unified School District
Email: ccollings@erUSD.org
Date: October 29, 2015
Signature Box: 

Name: Deborah Roberts
Consortia Member: Whittier Union High School District
Email: debbie.roberts@wuhSD.org
Date: October 29, 2015
Signature Box: 

Name: Tracie Zerpoli
Consortia Member: Tri-Cities ROP
Email: tzerpoli@tricitysrop.org
Date: 11/3/15
Signature Box: 

Section 7: Consortium Member Signature Block

Name:

Teresa Dreyfuss

Consortia Member:

Rio Hondo Community College District

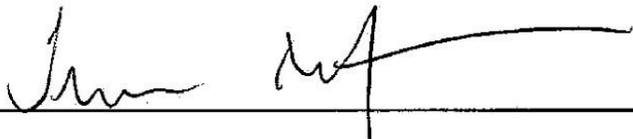
Email:

tdreyfuss@riohondo.edu

Date:

5 November, 2015

Signature Box:



Name:

Christopher Guptill

Consortia Member:

Rio Hondo Community College District

Email:

cguptill@riohondo.edu

Date:

5 November, 2015

Signature Box:

