



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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Colusa COE	Michael P. West	530 458-0350	mwest@ccoe.net	10/14/15
Konocti USD	Donna Becnel	707 994-6475	donna.becnel@konoctiusd.org	Pending 11/18/15
Lake COE	Brock Falkenberg	707 262-4100	bfalkenberg@lakecoe.org	10/9/15
Sutter COE	Bill Cornelius	530 822-2931	billc@sutter.k12.ca.us	10/9/15
Woodland JUSD	Maria Armstrong	530 662-0201	maria.armstrong@wjusd.org	8/27/15
YCCD/Yuba College	GH Javaheripour	530 741-6707	gjvahaer@yccd.edu	9/10/15
YCCD/Woodland College	Michael White	530 661-5711	mwhite@yccd.edu	9/10/15
Yolo COE	Jesse Ortiz	530 668-3703	jesse.ortiz@ycoe.org	10/27/15
Yuba COE	Josh Harris	530 749-4907	josh.harris@yubacoe.k12.ca.us	10/28/15

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

All school districts, county offices of education and the community college district within the boundaries of the region have been allowed to join the consortium as members. The consortium is comprised of the following members: Colusa County Office of Education, Konocti USD, Lake County Office of Education, Sutter County Superintendent of Schools, Woodland Joint Unified School District, Yolo County Office of Education, Yuba Community College District, and Yuba County Office of Education.

As a condition of membership, each member has committed to the reporting of all available funds, and has agreed to identify staff responsible for fiscal and program reporting to meet all consortium-based reporting requirements. Staff will report and certify their own agency's funds to Yuba Community College District (YCCD). YCCD, as the fiscal and program lead agency for NCAEC, will be responsible for reporting all funds to the state in accordance with requirements specified in the AEBG state guidelines and templates. Memorandums of Understanding will be developed to document the duties and responsibilities agreed to be performed by each member's agency.

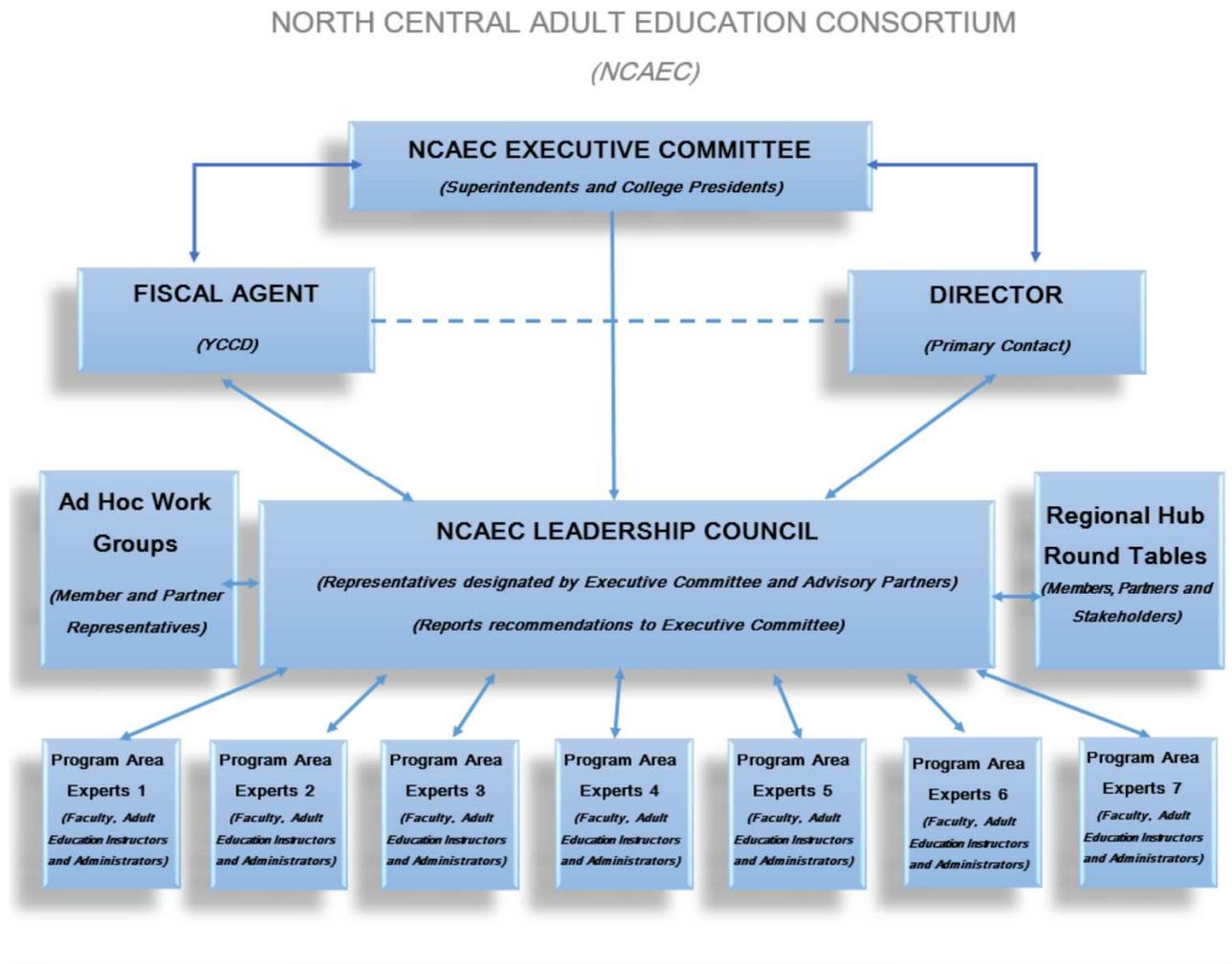
As the governing body of the consortium, the NCAEC Executive Committee will have authority to set high level policy and make funding decisions. The Committee consists of executive leadership of NCAEC members including superintendents of member school districts and county offices of education, and college presidents. A new member who joins after the planning cycle for the current year will be permitted one advisory vote, and become a full voting member upon the beginning date of the next year's planning cycle. Each member agency has one vote, with the exception of YCCD, which will have one membership each for the two colleges. Decisions will be made by consensus and a 2/3 majority vote. Meetings will be conducted in accordance with AB 104 AEBG requirements and the NCAEC Governance Plan. Additional details for consortium governance can be reviewed in the October, 2015 NCAEC Governance Plan.

The consortium uses a shared leadership strategy, facilitated by the NCAEC organizational structure, to inform the decision making process. The workflow is designed to provide opportunities for broad participation by all interested parties to develop and recommend policies and actions for ultimate consideration by the Executive Committee. The Committee will recognize and use the contributions of leadership throughout the organization using the following management structure: (1) A Leadership Council of representatives delegated by official members and advisory partners dually assigned to consultation and reporting back to the other bodies within the organization; and with development of recommendations to be forwarded to the Executive Committee for consideration and final decision; (2) Ad Hoc work groups consisting of Council members, partners and other stakeholders to carry out specific projects to assist with planning and collaborative activities; (3) Regional Hub Round Tables consisting of all interested parties and stakeholders, together with member and partner representatives, to provide input and feedback into consortium goals, activities and planning for programs and services within the context of needs unique to the sub-region; and (4) region-wide Program Area Expert panels consisting of faculty, instructors, students, staff, administrators, and partners to provide expertise on each of the seven program areas.

The NCAEC Executive Committee will approve a disbursement schedule (pursuant to Section 84913) and plan amendments following the priorities recommended by the Leadership Council and as specified in the NCAEC Three Year Plan.

1.9 Attach an organizational chart to this plan submission. Show member relationships

(including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



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

NCAEC has designated Yuba Community College District (YCCD) to serve as the fiscal agent to assume fiscal management, accounting and reporting responsibilities for the AEBG Consortia Block Grant. Members will submit expenditures on a quarterly basis for certification, which will be reported to the state in accordance with the AB 104 expenditure reporting schedule, and validated to ensure they adhere to State and Federal regulations. YCCD will maintain original invoices, receipts, requisitions, purchase orders and other pertinent documents for audit purposes.

Kuldeep Kaur, the Chief Business Officer of Yuba Community College District, will be the certifying official for the Grant. A part-time Fiscal Services Specialist will facilitate collection and reporting of fiscal information. The Specialist will monitor member expenditures, respond to inquiries by members related to fiscal management and will ensure fiscal reports are submitted in a timely manner.

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.**

With new vision for expanding and improving adult education, the North Central Adult Education Consortium will lay the foundation for an effective and efficient consortium and make significant progress towards meeting the unique educational and workforce training needs of adult learners in a primarily rural region in 2015-16. The Annual Plan provides direction for transitioning from planning to implementation, and reflects momentum gained as the consortium evolves from isolated impact to collective impact. Goals include activities that will be foundational to implementation of the programs and services. Some will be completed, such as creating infrastructure to support ongoing work of the consortium, while others will be in progress, such as coordinating existing program and services efforts with the goal of leveraging resources to address adult learner needs more efficiently and effectively. The Annual Plan was developed in concert with other initiatives including WIOA, Pathways Trust grant, BSI, SSSP and SEP, launching the Three Year goal of integrated planning and funding.

For 2015-16, priorities identified in strategic planning based on the Three Year Plan informed the allocation decisions for curriculum and program development, staffing, and foundational activities. The major regional milestones to be accomplished by the consortium are:

- Create organizational infrastructure and provide dedicated leadership to support ongoing work of the consortium by hiring a Director and support staff and developing the framework to support NCAEC functions
- Maintain existing capacity, and expand AE course offerings in six of the seven program areas to target underserved communities and populations; pilot two programs to determine feasibility and scalability
- Provide curriculum development and align courses and programs for seamless transitions and accelerated learning (revamp foundational courses and eliminate duplication, create VESL curriculum, integrate basic skills into CTE, create CDCP courses and certificates)
- Conduct regional asset map and create workgroup for career pathways mapping to provide access to information and resources related to education and workforce
- Provide professional development to support each regional priority with the consortium goal of encouraging regional ,collaborative participation of members and partners
- Improve the delivery and coordination of support services for noncredit students by hiring a noncredit ESL counselor at each college using braided funds
- Hire and train 3 Navigators in key sub-regions to support outreach and assist potential and enrolled students to navigate programs and services and access resources and opportunities

- Develop assessment crosswalks to lay groundwork for transition to new Common Assessment system
- Leverage STREAM Pathways Consortium efforts to develop regional system for data collection and tracking for NCAEC to meet AEBG reporting requirements

Section 3: Consortium Services and Funding Allocations

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

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

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

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

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for **Table 3.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
Total	\$50,000	\$300	1%	\$0	0%

Section 4: Overview of 2015-16 Action Plans

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

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants’ systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce

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

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

The consortium identified several measures and tools in use in the region for placement and assessment of students, including CASAS, TABE, and Acuplacer as well as faculty and instructor-designed assessments. The K-12 and COE adult education providers, and YCCD will continue to use existing multiple measures for placement and assessment. However, the members will collaboratively work to adjust the assessments for improving the placement process and to develop a crosswalk of measures. The NCAEC goal is to improve the delivery of assessment services and lay the groundwork for transition to the new statewide Common Assessment system.

In order to track the transition of students into post secondary education, training, or the workforce, a shared data and accountability system would be required to be developed. Currently, providers each collect only partial data and the consortium does not have a means to support all members in collecting data and measuring results for shared accountability. K-12 and COE adult education members will use CASAS for pre- and post-tests to measure student progress and TOPSpro to report and share data. YCCD will use the state's MIS system to collect and report data such as student demographics and outcomes. The consortium will explore the use of MOUs as a means for sharing data and reporting across segments until a statewide system is established.

Alignment of courses and pathways is another necessary element for smooth progression of students through the adult education system and into the workforce. The colleges and K-12 adult schools will undertake a major collaborative effort to develop foundational curriculum and align courses between and within the segments to create seamless transitions. In addition, steps will begin towards the long range goal of creating an interactive road map of career pathways from education, training and the workforce in partnership with the STREAM Pathways Trust Consortium.

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?

NCAEC members will partner with the Northern CA STREAM Pathways Consortium (NCSPC) in the creation of a data platform and data collection. NCSPC is supporting career pathway students in grades 9-14 in four of the member counties located within the boundaries of NCAEC. The two consortia will leverage resources to expand the data collection to support Adult Education students and AB 104 requirements. First year efforts will be to identify all data points required and in future years the database will be built to collect and track data to be utilized by NCAEC members.

The vendor, Spotlight Data Collection, will provide levels of data (consortium, program, student, LMI, etc) and specific outcomes such as education completers and workforce participation utilizing existing systems including Aries, ASAP, CalPADS and CalPass. MOU agreements will be required for each member agency to allow data sharing and importing into the Spotlight system.

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
Curriculum Development and Alignment	Spring, 2016 – Summer, 2018	All members	Establish collaborative workgroups to align/integrate course sequencing within K-12 and COE AE and to colleges, and within the colleges; restructuring of college foundational courses to eliminate duplication, provide alignment and streamline course offerings; articulation between segments to create seamless pathways; CDCP development from ESL noncredit curriculum and curriculum development for VESL	Reduction of duplication of courses between and within segments; increase in number of courses that are aligned and number of streamlined course offerings; increase in courses aligned with the needs of adult learners and enrollment of students in those courses; Articulation Agreements between segments
Assessment Crosswalks	Spring, 2016 – Summer, 2018	All members and partners	Program area workgroups to develop cross-walks for Assessments to decrease duplication of student assessment and increase seamless transitions among programs throughout the region	Creation of cross-walked assessments; decrease in student assessment as they transition among programs; increase in appropriate placement of students and in cross-referral between programs
Hire and Train 3 Regional Navigators to assist potential and enrolled students in navigating regional programs and services, accessing resources and opportunities for adult education and workforce training throughout the region	January, 2016	YCCD, Yolo COE, Sutter COE	Creation and hiring of three regional Navigator positions; Navigators conduct Asset Mapping for their sub-region as onboarding activity; increased awareness of AE programs and services in geographical area of assignment and consortium-wide region	Number of students served and enrolled in various AE programs and services and workforce training opportunities; number of contacts with potential and enrolled students; surveys to stakeholders
Develop Regional Asset Map and Career Pathways Road Map	Spring, 2016 – Ongoing	All members and partners	1 st Phase to identify/catalog regional AE programs and services for education and training; begin collaborative process with Pathways Trust Consortium to identify existing and needed career pathways and identify points of entry for student/worker transition; identify functions and specifications, feasibility and cost projections for next phase to pilot web-based interactive map for consortium-wide use	Creation of catalog of Regional Assets and a Career Pathways flow chart; feasibility study for user-friendliness, functionality, and accessibility for providers, students and stakeholders; degree of collaboration with UC Davis Center for Regional Change, and with other AE consortia in developing feasibility study and design for future pilot
Maintain existing programs and services aligned to needs	Ongoing	All members	Continuation of existing programs and services offered by colleges, K-	Maintain capacity based on FY 2013-14 funding levels and number of

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
			12 AE and COEs	students (in context of intervening cost increases)

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
Create infrastructure to support ongoing consortium	December 2015 – February 2016	YCCD (Lead Agency)	Hire NCAEC Director and support staff; develop organizational framework for support and staffing of consortium functions	Effective and efficient operation of consortium matters; effective communication with members, partners and stakeholders; adherence to state requirements and timely submission of reports
Expand AE course offerings in the region	January, 2016 – Ongoing	K-12 and COE Adult Ed providers	Expansion of the number and type of AE programs to underserved areas and populations based on needs; new and revised courses designed to address identified gaps for underserved populations	Increased number of programs and services in the region; increased numbers of adult learners enrolled in programs
ESL College Counselor to serve Noncredit Students	Spring, 2016	Woodland and Yuba Community Colleges	Hire college counselor to aide in educational planning, and to coordinate noncredit and credit needs of ESL students using braided funds from college initiatives	Number of ESL students successfully completing courses; number transitioning to college level courses or completing certificates
Online high school diploma to serve remote or rural locations	Spring, 2016	Yolo COE	Completion of high school diploma in partnership with Yolo County Library	Number of students served, number of students complete high school diploma; scalability
Provide High School Equivalency preparation and/or testing for adults	Ongoing	Sutter, Colusa, Yolo and Yuba COEs; WJUSD	Completion of preparatory courses and passing of the HSE test	Growth of basic skills, number of students who pass the HSE test

on probation or parole, in jail, or in the adult ed correctional program				
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4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed by faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Provide short term CTE courses aligned with high skill, wage and high need employment	Ongoing	All County Offices of Ed and WJUSD	Courses to assist students in obtaining employment or increase wages in current career	Number of students who complete courses, who obtain employment, obtain certificates of completion, or who increase wages in employment
Provide contextualized ESL with Workforce Training	Spring 2016	Colusa COE	Course to assist students/employees in career advancement	Number of students who complete course, who obtain certificate of completion, or who increase wages in employment
Create dual enrollment pathways	Fall, 2015 - Spring, 2017	Colleges and local High School Districts	Cross-segment collaboration; establish dual enrollment courses; build college going culture; improve student access and readiness for	MOU agreements for dual enrollment; (long range) Increase in number of students completing college programs

Online student assessment and data entry	Spring 2016	Sutter COE	college Purchase computers to expedite student assessment and data collection	Efficiency of student assessment and accuracy of data collection
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4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
PD for Work Based Learning and College and Career Readiness	Spring 2016 – Ongoing	All members	Increased awareness and development of train the trainer models using evidence-based best practices	Creation of regional PD plan; number of trainings and number of attendees; survey of effectiveness of training; use of strategies by members
PD for Implementation of Cross-walked Assessments/ Common Assessment	Spring 2016 – Ongoing	All members	Increased development of certifications; greater alignment with industry needs and standards	Number of courses meeting alignment; qualitative feedback from industry
PD for Curriculum Development around themes of embedding Soft Skills instruction; integrating Basic Skills and ESL into CTE offerings; contextualized courses for ESL; accelerated instructional strategies; and Alignment and Pathways	Spring 2016 – Summer 2018	All members	Creation of new courses; revamping of existing foundational math and English courses and programs; alignment of programs, services and pathways between and within education providers	Increase in number of faculty and teachers trained in methods drawn from each thematic area of PD
Differentiated PD based on expertise and common needs and concerns of faculty, teachers and staff	Ongoing	All members	Ensure professional currency in standards of best practice; collaboration and cooperation in Communities of Learning across disciplines and segments	Number of Regional Summit and intersegmental in-service workshops; increase in number of faculty, teachers and staff trained in new methods of program and services delivery

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

- o County Social Services - CalWorks
- o Employment Development Department (EDD)

Examples of activities include:

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

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

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

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Leverage STREAM Pathways Consortium efforts to develop a platform and a system to collect and track student enrollment, demographics and performance measures for use by NCAEC	STREAM Pathways Consortium	Sharing of data collection and reporting tools for aggregated consortium reporting; coordinate systems development for efficiency and cost effectiveness; inform and support overlapping goals of both consortia	All members	January 2016 - Ongoing	All consortia members, partners and stakeholders	Production of AB 104 and AEBG performance measures and data reports
Conduct regional asset mapping and establish a collaborative career pathways road map workgroup	STREAM Pathways Consortium and all other partners	Catalog resources, programs and services available in the region, and identify gaps; promote communication, collaboration, and alignment of programs and services; initial phase of long term plan to create digital interactive mapping of assets and career pathways accessible to providers, stakeholders and students	All members	January 2016 – Ongoing	Members, partners, stakeholders, students	Increased awareness of regional offerings; increased enrollment; improved communication with adult learners; improved planning of investment of funds and resources to expand AE and career training
Create short-term CTE courses aligned with industry needs	Chambers of Commerce, EDD, WIBs	In kind staffing, locations	County Offices of Education	Participation in workgroups to determine high skill, high wage and high need areas of employment and industry skill sets	Ongoing	Adults seeking employment or incumbent workers seeking to increase wages Methods: Number of courses created

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
				required		and offered; number of students who complete course and obtain employment or increase wages; participation level of partners
Collaborate with County Library to offer online high school diploma program	Yolo County Library	Yolo Library provides staffing, locations with wireless internet access, and funding match with a statewide literacy grant	Yolo COE	2015 – 2016 school year calendar	Adults seeking a HS diploma in rural/remote areas or from unsuccessful placement in alternative ed settings	Number of students enrolled who obtain a high school diploma
Coordinate and expand outreach/marketing efforts	One Stops; EDD; DOR	Collaborative outreach and marketing of programs and services to promote connection and retention of adult learners, and for cross referral of students/clients	All members	Ongoing	Adults seeking employment and workforce training requiring adult education programs and services, including targeted population of Adults with Disabilities	Successful job placement; enrollment and successful completion of courses of referred students in adult education

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

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

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

	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.

[Please refer to individual worksheets for comments.](#)

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)

No additional measures to report at this time

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)

In addition to the performance measures required by AB 104, NCAEC will undertake evaluation of the effectiveness of the consortium. Using various approaches, the goal will be to promote improvement in shared leadership, coordination and collaboration, and consortium building. To ensure fidelity to the goal stated in the NCAEC Comprehensive Plan to provide ongoing

opportunities for student voice in program review and planning, student focus groups will be conducted periodically to gain their unique perspective on program issues, successes and concerns. The Leadership Council, in consultation with the Executive Committee, will review member and partner participation and conduct outreach to ensure full engagement of all partners and stakeholders throughout the consortium's organization. An evaluation survey (or surveys) will be conducted to determine: the effectiveness of our communication with members, partners and with constituencies within the broader community; the effectiveness of the infrastructure in supporting the ongoing work of the consortium; adherence to our principles of collaboration, regional perspective and shared governance based on a consensus model for decision-making, throughout the consortium organization; and the effectiveness of regional strategies.

Section 7: Consortium Member Signature Block

Name:	<input type="text"/>
Consortium Member:	<input type="text"/>
Email:	<input type="text"/>
Date:	<input type="text"/>
Signature Box:	<input type="text"/>