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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-052

1.2 Consortium Name:

San Luis Obispo County Adult Education Consortium

1.3 Primary Contact Name:

Mia Ruiz

1.4 Primary Contact Email:

mruiz@cuesta.edu

If applicable:

1.5 Fiscal Agent Name:

San Luis Obispo County Community College District

1.6 Fiscal Agent Email:

econrad@cuesta.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
San Luis Obispo County Community College District	Mia Ruiz	(805) 591-6270	mruiz@cuesta.edu	11/4/2015
San Luis Obispo County Community College District	Matthew Green	(805) 546-3100 ext. 2229	mgreen@cuesta.edu	11/4/2015
Templeton Unified School District	Cheryl London	(805) 434-5827	clondon@templetonusd.org	10/24/2015
San Luis Coastal Unified School District	Sally Ames	(805) 549-1222	sames@slcusd.org	10/6/2015

Lucia Mar Unified School District	Charlissa Boaz-Skinner	(805) 474-3756	charlissa.skinner@lmusd.org	10/6/2015

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

- Submitted and Approved October 20, 2015

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

- See attached organizational chart

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?

Each member representative will be responsible for fiscal accountability of each member allocation. Member representatives will ensure expenditures meet the goals of the three year plan. Expenditure reports and outcome summaries will be completed by each member representative and sent to the project coordinator on a quarterly basis. Each member expenditure reports and budget summaries with outcomes will be posted on the SLOCAEC website for partner sharing and feedback. The project coordinator will work with the fiscal agent to certify and report to the State.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: "… **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage."**

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

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

The SLOCAEC will make progress through collaboration with local partners to meet the needs and address the gaps for adult learners in the San Luis Obispo County. The SLOCAEC will prioritize objectives by student needs. Consortium funds will be spent on direct student services and program implementation to optimize student enrollment. By the end of 2015-16, the SLOCAEC will expect to increase student enrollment across the county. ABE, ESL, AWD, and limited CTE programs will be offered throughout the three geographical regions of the county, including the rural areas to meet the needs of all adult learners. Professional development will be a priority for all administrators, instructors, and staff as program areas and objectives will be implemented across member organizations.

Section 3: Consortium Services and Funding Allocations

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

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

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

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

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

3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

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

AB86 Consortium members, faculty, and teachers, with community partner input, are working through workgroups to identify strategies to ensure seamless transitions through adult education programs to postsecondary education and the workforce for all adult education students. In order to provide this, the consortium recognizes the importance of integrating the SSSP model across all program areas establish curriculum alignment between adult education, noncredit, and credit programs, and developing clear educational and career pathways.

Administration from Cuesta College's noncredit program and K-12 Adult Education are coordinating with key stakeholders to model the California Community College Student Success and Support Program (SSSP) for student support services across the consortium.

This includes creation of a task force, hiring of key personnel, and development of a student tracking system.

To align curricula across consortium, workgroups for each program area are meeting to revise, update, and develop curriculum to ensure consistency and alignment across consortia.

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

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

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

> Administration from Cuesta College's noncredit program and K-12 Adult Education are coordinating with key stakeholders to model the California Community College Student Success and Support Program (SSSP) for student support services across the consortium.
>
> The assessment process is used to identify basic skills levels, learning styles, career interests and aptitudes and/or the need for special services for adult education students enrolled in the ESL or ASE (GED Prep) programs. The assessments for students provide a holistic and emerging portrait of students, which assists in their advisement. The process is ongoing as students acquire new skills and achieve goals.
>
> Placement testing for ESL and ASE (GED Prep) students is offered throughout the consortium and it is required that all new students complete the assessment process through the Comprehensive Adult Student Assessment System (CASAS).

> The consortium along with workgroups and key stakeholders are developing an assessment and placement for HSD students.
>
> Tops Enterprise will track the progress and outcomes for ESL and ASE students. K-12 adult schools are in the process of implementing ASAP for tracking student data.
>
> Banner, Tops Enterprise, ASAP, and Excel spreadsheets will be used to share data across 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?

Student demographics and performance will be collected using CASAS assessments and also locally developed assessments for other program areas. The consortium will model the SSSP program to collect data from the student/ classroom level.

Student data will be collected using Tops Enterprise, Banner, ASAP, and Excel spreadsheets. This common system across consortium allows shared data and accurate placement of all students. The system will accurately and uniformly report student enrollment, demographics, and performance. Student data will allow the consortium to identify gaps and adapt programs to the needs of our adult education communities. Student success will be identified through reports to allow for improved transition services.

4.1c – Objective 3 continued: List <u>other</u> 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
Implement SSSP Model	Completed by June 2017	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD	Common Orientation Assessment Advising Follow-Up Services	Number of students who completed core services

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
Expand immigrant education program across consortium	June 2016	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD	Increased Immigrant education courses offered across consortium	Number of courses offered across consortium
Expand ABE/ASE education across consortium	June 2016	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD	Increased ABE/ASE courses offered across consortium	Number of courses offered across consortium
Develop CTE program aligned with the needs of local employers	June 2017	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD WIB America's Job Club of California Department of Social Services	CTE program developed in at least one of the three regions in the county	CTE program developed by consortium
Develop a pre-apprenticeship program	June 2017	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD WIB America's Job Club of California Department of Social Services	Pre-apprenticeship program developed in at least one of the three regions in the county	Pre-apprenticeship program developed by consortium
Adults with	June 2017	Cuesta College	Adults with	Program developed

Disabilities Program developed		Lucia Mar USD San Luis Coastal USD Templeton USD PathPoint Achievement House Department of Rehabilitation	disabilities program developed to meet the needs of this population in the consortium	to meet the needs of the AWD population
Adult training to support child success	June 2016	Cuesta College Lucia Mar USD San Luis Coastal Templeton USD Parent Connection of San Luis Obispo County	Develop program	Course offered

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

Professional Development for administrators, instructors, and staff to learn and identify best practices to accelerate students learning	June 2016	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD	Administrators, instructors, and staff participate in professional development and come to consortium with best practices	Identify at least three potential best practices to be implemented by consortium for 2016-2017

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
SSSP Model implementation	June 2016	Cuesta College Lucia Mar USD San Luis Coastal USD Templeton USD	All consortium members will implement a SSSP model for 2016-2017	Number of students completing core services
ASAP implementation for student tracking	June 2016	Lucia Mar USD San Luis Coastal USD Templeton USD	K-12 adult school members will implement ASAP for student tracking	Available data by each K-12 member

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
Consortium Member participating in partner organizations	• Department of Social Services • WIB • Department of Rehabilitation • Georgia Brown Neighborhood Team • YMCA • People's Self Help Housing • SLO County Sherriff • Paso Robles Public Library • Coast Unified School District • Paso Robles Unified School District • San Miguel Joint USD • Shandon Joint USD • Atascadero USD • Pleasant Valley Joint USD • Parent Connection of SLO County • CAPSLO • AJCC • Promotores of San Luis Obispo County	Outreach Recruitment Facilities	Cuesta College San Luis Coastal USD Lucia Mar USD Templeton USD	June 2016	Adult Education Students	Number of students who attend adult education programs in the county who are also associated with partner organizations

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

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 6.2 Level of Services by Program Area and 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.			

	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.

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 see notes from Table 6.2

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

N/A

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

- Consistency and aligned student support services for tracking, data collection, and student progress
- AEBG accountability and expenditure reporting by member representatives
- Share data across consortium and partners
- Aligned curriculum and program development across consortium

Section 7: Consortium Member Signature Block

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box:

Name:

Consortium Member:

Email:

Date:

Signature Box: