



Revised Adult Education Block Grant Annual Plan 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:

Data Entry Contact:

Email:

1.7 Identify each school member organization currently within your Consortium, and their Designated 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
Lassen Community College	Dr. Marlon Hall Superintendent/President	(530)257-6181 ext.8820	mhall@lassencollege.edu	1/2014
Lassen Union High School District	Bill McCabe Superintendent	(530) 257-5134	Bill.mccabe@lassenhigh.org	11/10/15
Lassen County Office of Education	Patricia Gunderson Superintendent	(530) 257-2196	pgunderson@lcoe.org	10/14/15
Fort Sage Unified School District	Pat Condon Superintendent	(530) 827-2129	pcondon@fortsage.org	11/18/15
Big Valley Joint Unified School District	Paula Silva Superintendent	(530) 294-5266	psilva@bigvalleyschool.org	9/16/15
Surprise Valley Joint Unified School District	Janelle Anderson Superintendent	(530) 279-6141	janderson@svusd.org	4/2014
Modoc County Office of Education	Mike Martin Assistant Superintendent	(530) 233-7101	mmartin@modoccoe.org	9/18/15
Modoc Joint Unified School District	Tom O'Malley Superintendent	(530) 233-7506	tomalley@modoc.k12.ca.us	10/20/15
Westwood Unified School District	Pam Pettengill Board Member	(530) 256-2311	ppettengill@westwoodusd.org	9/16/15
Shaffer Elementary School District	Terri Daniels Superintendent	(530) 254-6577	tdaniels@shafferesd.org	10/20/15
Long Valley Charter School, JPA	Kathi Sherman	(530) 257-7300	ksherman@longvalleycs.org	11/13/15

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

The consortium will seek the consensus of all participants in decisions on any action taken. However, when voting is necessary decisions will be reached by a majority vote of the members. 1 member = 1 vote per the consortium bylaws. Each member organization shall be entitled to one vote on each matter before the consortium.

The consortium has agreed to seek the consensus of all members and partners in attendance at the consortium meetings, where a decision on any action taken is on the meeting agenda and noted in the meeting minutes. A quorum of 50% of the consortium members and partners will be a majority rule. Votes will be recorded in the meeting minutes by the number of voice votes stating yes or no to a motion and seconding the motion made by a named consortium member or partner. All members are encouraged to attend all meetings to participate in the decision making process.

The original decision-making model was in the Bylaws adopted by the Lassen County AB86 Consortium at the February 7, 2014 meeting, for the AB86 planning grant. Discussion of this decision-making model was updated and voted on for the usage of the AEBG funds at the October 21, 2015 meeting.

All meeting notices will be sent by email to every consortium member and partner at least 72 hours in advance, also reminder emails will be sent in advance of the scheduled meeting to encourage participation. The consortium will agree on the meeting schedule and calendar of consortium meeting times. Agendas, prior meeting minutes and materials will be sent by email to all members, partners, and interested community members on the consortium email distribution list, at least 72 hours prior to the meeting. The public will be invited to attend and additional time will be given to consider public comments of up to three minutes per person prior to voting on any decision item. The meeting will be advertised one week prior in the local newspaper and list the coordinator's telephone and email address for contact and information. All meeting agendas will be distributed by email to all consortium members, partners, local schools, stakeholders, and agencies in our regional area involved with adult education.

Every attempt will be made to notify the public and provide current information about the consortium decision-making process. Public comments will be noted in the meeting minutes sent to all on the consortium email distribution list and available at meetings.

Consortium meetings will follow the open-meeting guidelines and include all agencies and interested community members in meeting workgroup activities. Input from other entities that are locally involved in adult education will be allotted time to speak publicly for three minutes on a proposed decision before the consortium. All requests for funding will be submitted by the mini grant application adopted by the consortium, and open for discussion and approval by consensus of the consortium.

Lassen Community College is the fiscal agent. All disbursements for funding of programs will be done by mini grant applications submitted for approval of the consortium at their monthly meeting. All disbursements for professional development will be approved by the consortium prior to travel and follow the procedure of requisition, trip requests, and reimbursement from the grant funds. The Certifying Officer will be the Fiscal Officer, Dave Clausen, VP of Administrative Services at Lassen Community College District.

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.

Lassen County AB86 Consortium

<p>Chairperson Dr. Marlon R. Hall Superintendent/President Lassen Community College</p>	<p>Co-Chairperson Patricia Gunderson Superintendent of Lassen County Office of Education</p>	<p>Secretary Fran Oberg Executive Assistant Lassen Community College</p>
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<p>Executive Members</p> <p>Lassen Community College Lassen High School District Big Valley School District Modoc High School District Surprise Valley School Dist. Shaffer School District Westwood School District Fort Sage School District Long Valley Charter, JPA Modoc County Office of Ed. Lassen County Office of Ed</p>	<p>Partner Representatives</p> <p>Alliance for Workforce Dev.-WIOA Lassen Library District Lassen County Social Services Lassen County Sheriff's Dept. Lassen County Probation Dept. Susanville Indian Rancheria Banner Lassen Medical Center CA. Correctional Center High Desert State Prison Federal Correctional at Herlong Kirack Construction Retired school officials</p>	<p>Fiscal Agent</p> <p>Lassen Community College District</p> <p>David Clausen, VP of Administrative Services</p>
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Workgroups
 All Members and Partners participate in consortium meeting workgroups that steer the consortium in the direction to meet the needs of community adult learners



Project Director-Dave Clausen; Coordinator of Special Grant Programs-Paige Broglio; Institutional Researcher- Brian Murphy, Specialists-CCCCO- AEBG Specialists, consultants

These districts have a long history of working together on high school to college transition activities. All of these school districts are served by small rural schools in Lassen and Modoc counties. The service area population has a high need for adult education opportunities to improve literacy skills, high school completion, and career readiness. The school districts now serve as a liaison to adults in this area for adult education services, and will continue to provide personal growth for local residents with adult education classes.

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?

Lassen Community College will continue as the fiscal agent for the consortium, it was so listed in the bylaws adopted February 7, 2014. Distribution to member districts will be by approval of the consortium agreeing on the mini grant application submitted by each district to receive funding that aligns with the regional work plan and meets the objectives and outcomes stated in AEBG. This method was agreed upon at the September 30, 2015 meeting and the mini grant application approved at that time. The consortium as a majority and with a quorum at a regularly scheduled meeting will approve a distribution schedule pursuant to Section 84913. The schedule will align with the regional plan submitted by the consortium in March 2015. Funding will be distributed based on the seven AEBG objectives and the consortium approval of a mini grant application by the vendor. Any agency or school district receiving funding will have on file a MOU/Agreement with this consortium.

All members have committed to reporting any funds available to that member, for the purposes of education and workforce services for adults. The request for reporting will include a narrative of the funds usage to evaluate and ensure they are aligned with the AEBG objectives.

The consortium coordinator will consolidate the required information to submit timely reports in accordance with the State Chancellor's Office requirements.

Available funds received will be reported by school district members in email correspondence.

The Certifying Officer will be the Fiscal Officer, Dave Clausen, VP of Administrative Services at Lassen Community College District.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on 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?

Services for adult learners will be aligned between educational school districts, local agencies and workforce. The consortium meetings will continue to be a forum for adult education needs. Planning at consortium meetings with local support agencies, educators and staff will provide the needed organization to create viable programs and services for adults. Connections developed between workforce and advisory boards will assist in creating programs for high demand employment needs in the region. The partnership between the Alliance for Workforce Development (WIOA) agency, Health and Human Services agencies, the school districts and college will assist in the referral system for adult learner’s connections for placements.

Adult learners will be able to obtain referrals and be connected to the correct agency to meet their placement needs. Through the college work experience program adults would gain pre-employment training and skills. The frustration will be limited for the adult learner as transition counselors and mentors are available to offer assistance to ensure retention and success. The consortium will have become a recognizable forum in the community between adult education and workforce and link training programs for local employment. Adult learners will have the options of many resources and local agencies with a brochure and referral system created by the consortium. Creating strong partnerships with the school districts, local agencies and workforce, the consortium will continue to grow and offer adult education programs the community has asked for during the AB86 planning process.

A new program recently approved at Lassen College is the Certificate of Completion in Pathway Entry. This certificate is for the learner that has not entered the workforce and needs prerequisite knowledge to do so. Non-credit courses for this certificate include:

Career Life Skills, Career/Employment Strategies, Practical Writing and Practical Math. The next step is Certificate of Accomplishment in Pathway to Employment Success with three one-unit courses in Career Exploration, General Work Experience, and the Customer Service Advantage. These certificate programs will assist the adult learner with education and employment skills needed to obtain employment.

By developing an alignment of educational services across the region between the school districts, college, WIOA, county agencies, and workforce, the AEBG will service adult learners of all abilities and in all regional areas. Continued forums and workgroups at the consortium meetings are effective in creating new ideas for alignment of the educational services for adult learners. Working together with the college to develop new courses and certificates that align with the AEBG seven program areas, the consortium is a viable group. To align all of these educational services is a collaborative effort between the consortium, college, school districts, local agencies and workforce.

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.

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*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	\$22,266	\$200,000	\$90,000	\$162,313	\$164,820	\$0	\$943,805	\$0	\$1,583,204
3.1b - English as a second language	\$0	\$50,000	\$0	\$0	\$0	\$0	\$129,808	\$0	\$179,808
3.1c - Adults in the workforce (including older adult	\$0	\$150,000	\$0	\$0	\$0	\$0	\$11,529	\$0	\$161,529
3.1d - Adults training to support school children	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
3.1e - Adults with Disabilities	\$0	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$150,000
3.1f - Careers and Technical Education	\$2,139	\$100,000	\$0	\$0	\$0	\$0	\$2,238	\$0	\$104,377
3.1g - Pre-apprenticeship Training	\$0	\$12,600	\$0	\$0	\$0	\$0	\$0	\$0	\$12,600
Total	\$24,405	\$712,600	\$90,000	\$162,313	\$164,820	\$0	\$1,087,380	\$0	\$2,241,518

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.

3.2 Consortium Allocations by Member (Estimated)	Total Allocations to Members	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$27,080	\$2,675	9.9%		
3.2b - Consortium Allocation	\$750,000			\$37,400	5.0%
Total	\$777,080	\$2,675	0.3%	\$37,400	4.8%

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.

High School Equivalency and Diploma Completion Programs Need to be implemented at all three types of locations in the county where **Test prep**—could be held: the high schools, college, and district library. Transition plans to bring standards to the program include outreach for recruitment and counselors for assessment and developing a student's educational plan. Counselors play a key role in transitions and together educational and career counselors would assist students with placement, assessments, guidance for program completion, and follow-up for transition into employment or secondary education.

Hard Skills Development Used in Short-Term CTE classes using high school or college curriculum for hands on training. Articulated CTE classes between the college and high school offer a transition into higher education and the skills learned often allow the student to obtain employment. Assessment will be Certificates of Achievement and data tracking for employment after completing the class. These classes are offered at the high school or college and the college is working to add more short-term CTE classes to meet the needs of local employers in the medical field and for office employees.

Soft Skills Development Short workshops on communication and interpersonal skills. Currently these are offered at the Alliance for Workforce Development and Career

Network to their enrolled clients. Offering these types of classes to the local community members in need could be done through the high school adult schools and the community college. Developing a short workshop with orientation to the classroom or workplace, benefits many students and adult learners that have not yet been in that environment and have little knowledge of what actions are required of them.

Student Success Again counseling is needed for student placements and assessments, and to assist students with educational or career planning. Outreach and recruitment by counselors and staff at the college will increase enrollment. Students enrolled in classes with an educational goal have greater retention as a full time student and more success at degree completion.

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?

Counselors and support staff, mentors and tutors are needed to assist the adult learner navigate the pathways available to them from education to workforce. Counseling learners and developing an Educational Plan for each adult student is critical for a student pathway, goals, and data tracking needed for student success.

Articulated Pathways and System Alignments for a cooperative program with planning between the high school and college is in place with the articulation agreements for several classes and CTE programs. Adding the opportunity for more planning between instructors and administrators would be a benefit for all students. Using counselors to assist students with educational plans in place to attend the local college or have the opportunity for transfer to another college. Vocational pathways from high school CTE programs to college CTE programs offer fast tracking methods for students to gain employment with hard skills learned. To create articulated pathways and system alignments we will need cooperative program planning between the high schools and college instructors.

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?

Data will be tracked using the student services information on the college campus, student surveys for release of information, and school district student enrollment and completion information. Student outcomes will be tracked with follow-up in each course and with each teacher. An end of semester survey will be used with students for interest information on their outcomes and further courses they would like to see implemented.

With the ease of data tracking among all of these entities, adult learners will progress and connect between education and agencies to enter the workforce or further their education. When the early implementation of a statewide data tracing system implements in 2017, the adult learner will be able to transition between agencies and workforce easily, without the frustrations of repetitive input.

The consortium will develop a data tracking system to collect data for analysis and reporting. Using the AEBG spreadsheet models, the data is tracked for each member site and program or course, and rolled up for consortium totals. The Coordinator is responsible for distributing the data to all consortium members and partners by email and has copies available at consortium meetings for the public. All measurable outcomes from student intake to progress will be tracked and reported for performance measures. Data will be collected and reported by the guidance provided in the AEBG handbook.

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
Non-credit courses	Fall 15-Spring 16	LCC Faculty	New non-credit courses in pathways success	Spring 2016 Enrollment data
Non-credit certificates	Fall 15-Spring16	LCC Faculty	New non-credit certificates for employment	Spring 2016 Enrollment data
Counseling	Spring 2016 Summer 2016	LCC Counselors	Educational Plans developed	Data from adult learners
Surveys for adult learners	Spring 2016 Summer 2016	Lassen College and school members	Interests from adult learners and course enrollments	Results from adult learner surveys
Work Experience	Fall 2015 Summer 2016	LCC Faculty Partner Agencies	Adult learners transition to employment with work experience	AEBG Coordinator works with LCC Work Experience Director on data

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 with in 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
Mini Grant Applications	Fall 2015 and Spring 2016	Lassen College, School Members, Partner Agencies	Consortium decides to fund high priority programs	Student outcomes, data results from each program tracked for success
High School Equivalency	Spring 2016	Lassen College, School Members, Partner Agencies	Adult learners enrolled in high school completion programs	Data outcomes tracked for each program
Soft Skills Employment Skills	Fall 2015 Spring 2016	Lassen College, School Members, Partner Agencies	Adult learners enrolled in workshops, short-term courses	Student outcome data for education or employment

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
Curriculum for Pathways to Success courses for diploma completion	Spring 2016	LCC Faculty Partner Agencies	Adult learners enrolled in non-credit courses for pathways to diploma	Data collected for learners and program courses
Pathways to Employment Certificates	Spring 2016	LCC Faculty Partner Agencies	Adult learners enrolled in non-credit courses for pathway certificate	Data collected for learners and program courses
Literacy Program	Spring 2016	LCC Faculty Lassen Library	Adult learners involved in literacy program	Data collected for tracking learners using support staff

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
CTE Professional Development for short-term certificates	Spring 2016	LCC Faculty School Member CTE Instructors	Align CTE courses to develop short-term certificates to employment	Data tracking connecting pathways from CTE to employment
Adult Education Faculty/Instructors/Staff Professional Development	Fall 2015 Spring 2016	LCC Faculty Support Staff School Member Instructors/Staff, Partner agencies	All staff involved with AEBG will participate in professional development activities with the consortium	Data tracking of all professional development activities completed by faculty/instructors, support staff

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.

The Partnerships in the Consortium include:

- Alliance for Workforce Development (AFWD) (WIOA)
- Lassen County Sheriff's Department
- Lassen County Day Reporting Center
- Lassen County Probation Department
- Lassen County Department of Social Services/Cal Works
- Lassen Library District
- Kirack Construction
- Susanville Indian Rancheria
- Federal Correctional Institute (FCI) in Herlong
- CA. Correctional Center in Susanville
- High Desert State Prison in Susanville
- Banner Lassen Medical Center
- Lassen Aurora Network
- Lassen D.E.N. Community Center
- U.S. Forest Service Susanville office
- Sierra Cascade Family Opportunity
- Mountain Family Services for foster youth

Retired community members:

- Dr. Marshall Leve, retired LUHSD Superintendent
- Bernadette Chavez, retired Lassen College faculty

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 outreach to industry and community partners	TBD	For the purpose of expanding consortium partners	School members, Consortium Officers, Coordinator	Fall 2015 Spring 2016	New consortium partners involved with adult learners	Data tracking for outreach activities and results
Adult courses taught in outlying areas using existing classrooms	Consortium Partners, School district members, Local Library	The ability to hold courses in outlying areas of counties at school member sites or partner agencies	School district members, Partner agencies	Spring 2016	New adult learners enrolled in outlying areas for basic skills and literacy	Data tracking for all course enrollments and completions

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.

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)

5.1 Allocations by Objective and Fund Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	\$22,266	\$150,000	\$0	\$0	\$0	\$0	\$943,805	\$0	\$1,116,071
5.1b - Obj. 4: Gaps in Services	\$0	\$312,600	\$90,000	\$162,313	\$164,820	\$0	\$129,808	\$0	\$859,541
5.1c - Obj. 5: Accelerated Learning	\$2,139	\$200,000	\$0	\$0	\$0	\$0	\$11,529	\$0	\$213,668
5.1d - Obj. 6: Professional Development	\$0	\$50,000	\$0	\$0	\$0	\$0	\$2,238	\$0	\$52,238
5.1e - Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$24,405	\$712,600	\$90,000	\$162,313	\$164,820	\$0	\$1,087,380	\$0	\$2,241,518

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.

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)	61	134	120%	
6.1b - English as a second language	0	21	0%	
6.1c - Adults in the workforce (including older adults)	30	80	167%	
6.1d - Adults training to support child school success	0	23	0%	
6.1e - Adults with Disabilities	20	43	115%	
6.1f - Careers and Technical Education	50	80	60%	
6.1g - Pre-apprenticeship Training	0	33	0%	

Data to be verified

6.2 Project Performance Outcome Targets. **Provide target percentages for each of the performance measures listed in the table shown below.** 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.

Table 6.2: Performance Outcomes by Member – Projected 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.

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016	Notes
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.	23	23	0%	
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.	23	23	0%	
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.	80	70	-13%	
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.	115	116	1%	
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.	65	66	2%	
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	103	103	0%	
6.2g - % Placed in jobs, for those who had this goal during the current program year.	103	103	0%	
6.2h - % With increased wages, for those who had this goal during the current program year.	53	53	0%	

Data to be verified

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.

Program Area 3: Adults with Disabilities:

Lassen College and Disabled Students Programs and Services (DSPS) have been interested in starting an intensive vocational assistance/mentoring program for the past several years. It would bring a three year program to the campus that provides specialized vocational services to clients/students who are under-employed, unemployed, at-risk and/or for individuals who have disabilities.

The DSPS program serves approximately 170 students per year, who have various disabilities and are enrolled in regular college classes as well as our Adaptive Physical Education Program (ADPE). Lassen Works has approximately 42 clients who need vocational skills, high school completion/equivalency, and/or disability assessment/services. Susanville Indian Rancheria has approximately 10 clients who need vocational skills and/or high school completion/equivalency. This vision of a vocationally intensive program with three components includes: Campus classes, work experience, and job placement/coaching. The rationale is that in order to be a successful employee, students must address both vocational and personal skills. In the first two components, this program would provide classes in career exploration, work experience/work habits, basic skills, vocational certificate completion, and on-campus/off-campus employment and training through student/client internships. This project could be sustained for three years with AEBG continued funding.

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)

By developing an alignment of educational services across the region between the school districts, college, WIOA, county agencies, and workforce, the AEBG will service adult learners of all abilities and in all regional areas. Continued forums and workgroups at the consortium meetings are effective in creating new ideas for alignment of the educational services for adult learners. Working together with the college to develop new courses and certificates that align with the AEBG seven program areas, the consortium is a viable group. To align all of these educational services is a collaborative effort between the consortium, college, school districts, local agencies and workforce.

Data tracking will be done by the coordinator, school members, and partner agencies to access adult learner’s progress and provide recommendations to the consortium for funding in key areas of adult education in the region. The consortium will discuss the effectiveness of the implementation programs and evaluate the success as it relates to the consortium goals to best serve the adult learners.

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)

Mission Statement of the Lassen County Consortium

“The Lassen County AB86 Consortium is dedicated to meeting the needs of the community by providing adult educational opportunities in order to acquire and improve literacy skills, English Language development, and career readiness abilities. Adults will gain skills which allow them to obtain meaningful employment in order to participate effectively as productive workers, family members, and citizens in the community.”

The initial focus of the consortium is to meet the needs for basic skills and completion of a high school diploma or the [equivalency test](#) by young adults. With the data gathered for these reports showing the staggering rise in local youth without a diploma or [equivalency](#), employment needs cannot be met for local employers. [Test](#) preparation software and courses are at the fore front of the needs requested by local partner agencies. Due to the high rate of unemployment and continual climb in probation clientele, partners are pleading for more educational services for young adults. An expanded ESL and literacy class also enables non-English speaking students to then study for the [high school equivalency](#) and also gain employment. The new college courses in Pathways to Success and Pathways to Employment will include courses for high school diploma completion or equivalency.

Then we will be able to proceed with the other suggestions to fill the gaps: Short-term CTE programs, Literacy programs, Internships, and Workability training, all preparing young adults for the workforce, and assisting local business with employee readiness. Next we will then proceed with Career Pathways for younger students to pursue, adding more choices for career paths, certificates for employment, and short-term CTE that will interest and enroll more students in adult education.

All of these pursuits are the local strategies to “support effective adult education systems in California and our community” as stated in the AB86 summary. As we continued in the planning stages for AEBG implementation, the consortium will be on a collaborative mission to achieve the goals of planning to improve adult education in Lassen and Modoc County. Now that we have identified the needs and gaps in our service area, the consortium is already planning for implementation to service our adult learners. Evaluating the success of mini grant programs will be done by the consortium following that project director’s presentation of outcomes and requests for future funding. Ongoing updates about each program funded through a consortium mini grant will be presented at consortium monthly meetings.

The consortium has met monthly to gather more information from all members, partners, and community members. We have expanded regional collaboration and added business partners and interested community members. Several strategies for workgroups have been introduced at meetings and this has improved the dialogue and information sharing between school members and local partner agencies.

As we continue to plan and expand our regional plan the college and adult schools need to work together with local service agencies and local business partners to create detailed strategies. Implementation will depend on the collaboration and information sharing that is developed here in our local region. By continuing to work together and meet consistently we will gather the resources to move ahead to better serve the educational needs of adults. With new partners and individuals adding in to our consortium, more meetings and information will be added to find the best practices for our region. Continued discussions and workgroup sessions will contribute to implementing successful adult education programs in our region.