Revised Adult Education Block Grant

Annual Plan Template for 2015-16

Updated 10-7-2015

Citrus College Adult Education Consortium AEBG Annual Plan for 2015-16

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Section 1: Consortium Information

1.1 Consortium Grant Number: 13-328-09

1.2 Consortium Name: Citrus College Adult Education Consortium

1.3 Primary Contact Name: John Russell

1.4 Primary Contact Email: jrussell@monroviaschools.net

If applicable:

1.5 Fiscal Agent Name: Monrovia Unified School District – David Conway

1.6 Fiscal Agent Email: dconway2@monroviaschools.net

1.7 Member Representatives

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

Table 1.7 – Consortium Membership

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Citrus College	James Lancaster	626.852.6403	jlancaster@citruscollege.edu	10/20/15
Azusa Adult School	Mary Ketza	626.852.8400	mketza@azusa.org	09/15/15
Claremont Adult School	Felipe Delvasto	909.398.0609 ext. 40001	fdelvasto@cusd.claremont.edu	11/19/15
Duarte USD	Kevin Morris	626.599.5130	kmorris@duarteusd.org	11/19/15
Glendora Adult School	Rebecca Summers	626-963-1611 ext. 327	rsummers@glendora.k12.ca.us	09/28/15
Monrovia Community Adult School	Flint Fertig	626.471.3065	ffertig@monroviaschools.net	10/28/15

1.8 Governance

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

The Citrus College Adult Education Consortium (CCAEC) has reached out to all community colleges, K-12 school districts, and joint powers authority in the region and has agreed on six members: Citrus College, Azusa USD, Claremont USD, Duarte USD, Glendora USD, and Monrovia USD.

CCAEC members have been completely transparent as to current availability of all funds for providing education and workforce services for adults in the region and how those funds will be used. Available funds have been aggregated in Table 3.1 of Section 3 of this Annual Plan and the Three Year Plan and this plan will detail how the consortium will use those funds and how their utilization will be evaluated.

The CCAEC has created an Executive Board which consists of one Representative per consortium member. CCAEC Board Representatives have been approved by the governing boards of each member institution, thus assuring that each member of the consortium is represented by an official designee.

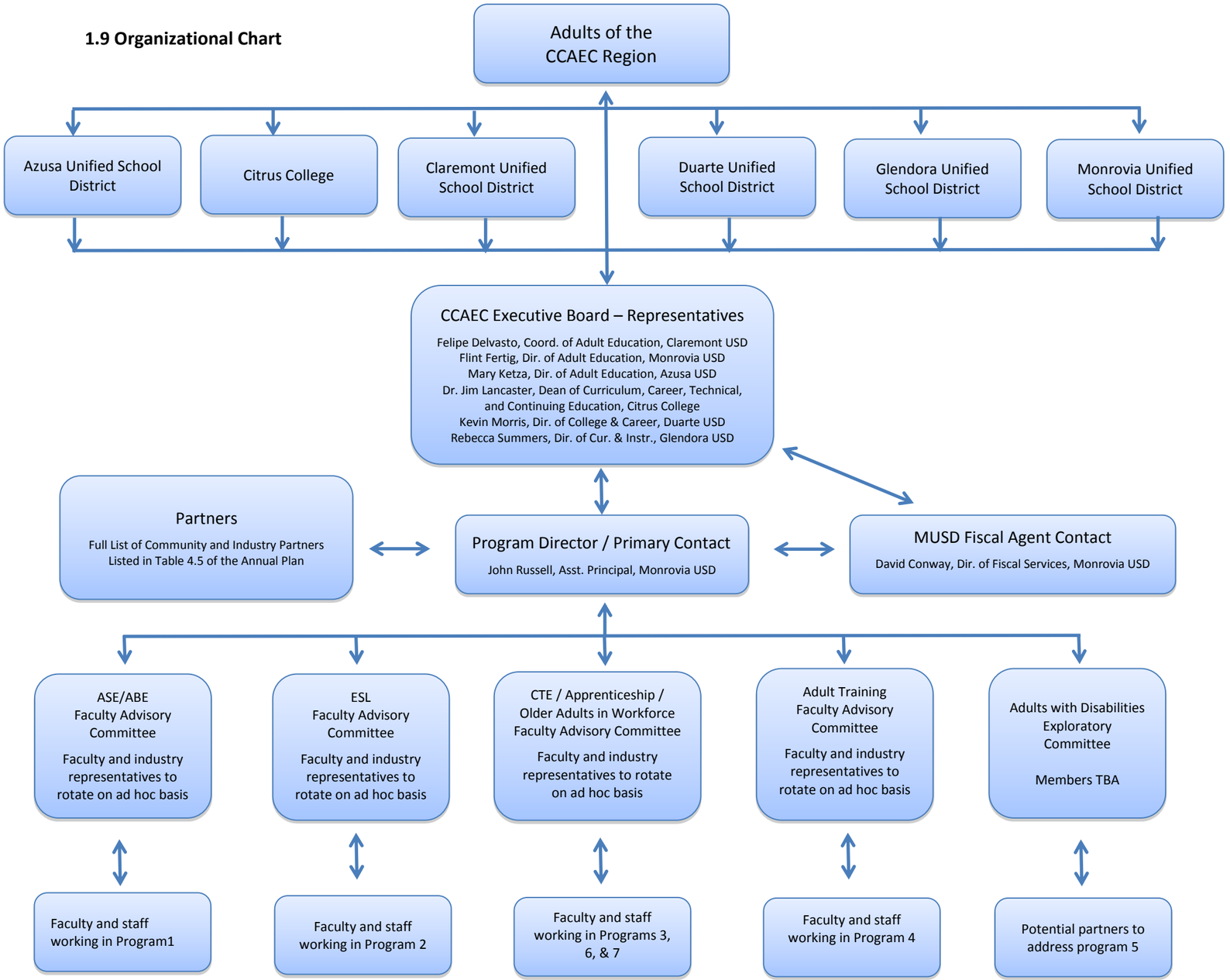
The CCAEC Executive Board will put to vote critical decisions and every CCAEC member will be allowed to participate in discussions about the decision and a formal vote. Alternates to CCAEC Board Representatives will be allowed to serve as a Proxy for board votes. Each CCAEC member will have one vote and decisions will be approved by a simple majority.

All CCAEC Executive Board meetings will occur once a month and will be open to the public. The Executive Board will develop a 6-month calendar of board meetings that will contain location, dates, and times of all meetings. This calendar will be posted on the CCAEC website. Notification of individual board meetings will be posted on the CCAEC website and at the hosting member institution. Through the calendar and notifications, members of the public will be encouraged to attend CCAEC Executive Board meetings.

Board meeting agendas will be available on the consortium website and at the member institution hosting the board meeting 72 hours prior to the meeting. The board agenda will have a recurring item that allows for public comment on items being considered by the CCAEC Executive Board. Written comments submitted by members of the public and/or a summary of verbal comments made by public members will be included in board minutes. The board minutes from a meeting will be included in the following month's agenda for board approval. As previously mentioned, this agenda (with the previous month's minutes) will be posted on the consortium website 72 hours prior to board meeting.

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.

1.9 Organizational Chart



1.10 Fiscal Agent

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

The CCAEC fiscal agent is Monrovia USD and the fiscal agent contact is David Conway, Director of Financial Services for MUSD. As fiscal agent, Monrovia USD will pass through AEBG consortium allocation funds to individual members based on the allocations approved by the CCAEC Executive Board. On a bi-annual basis, individual member Chief Business Officers, or their assigned agents, will complete an accounting for member expenditures based on the categories from AB104 and produce an expenditure report. CBOs will certify that expenditures from passed through funds were spent in accordance with the consortium Regional Plan and the regulations of AB104.

Certified expenditure reports will be provided by member CBOs, or their agents, every six months to the MUSD fiscal contact on the 15th of the reporting month and will include expenditures for the prior months.

The MUSD fiscal contact, David Conway, is serving as the Certifying Officer. This Officer will aggregate certified individual member accounts into a consortium-wide accounting and based on member CBO certifications, certify for the consortium. The fiscal contact will work with the program director to complete all necessary narratives for the fiscal reports.

The CCAEC Annual Financial Report will be approved by the board as follows: the Program Director and the Certifying Officer will complete aggregation of member expenditures and required narrative into a draft Annual Report. Board representatives will review and revise the draft report and then ratify the revised report. The ratified draft Annual Report will be posted on the consortium website for public review. At the meeting following the posting of the draft report, the board will consider public comments and after said consideration and any additional revisions, the board will vote to approve.

To increase accountability for the fiscal agent, CCAEC members have agreed that the 5% fiscal fee will be used to buy a to-be-determined percentage of the fiscal contact's salary and clerical/support salaries.

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 Executive Summary

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.**

Keeping in mind the vision and goals described in your AB86 Final Plan which was updated and summarized in your AB104 AEBG Three-Year Consortia Plan, describe where you intend to be in realizing that vision and those goals by the end of the 2015-16 program year. An Action Plan overview for the Objectives is gathered in Section 4. In this space here, provide a narrative summary of what the main characteristics of your Consortium system of what your Adult Education system will look like after your first year of efforts. The elements of this are expected to include (but are not limited to): description the milestones you expect to have achieved by the end of year-one and how they tie into the three-year vision and goals described in your AB104 AEBG Three-Year Plan, and shows how the Members of the Consortium are included and collaborating to achieve these milestones.

By the end of the 2015-16 school year, the Citrus College Adult Education Consortium (CCAEC) will be a more cohesive, accountable organization better delivering services to adults in the region to improve their employment or post-secondary opportunities.

The 2015-16 CCAEC Annual Plan, forged from extensive data and the consortium's updated Three-Year Regional Plan, calls for significant member efforts in data collection, resource utilization, professional development, partner collaboration, member interaction, program articulations, and creation of seamless transitions to address regional Program gaps and AEBG Objectives.

The details of the CCAEC 2015-2016 Annual Plan reveal how members have collaborated to best leverage relationships with each other and with organizations outside of the consortium to better serve adults in all program areas. Programs will be strategically expanded from a regional approach to address gaps in services throughout the CCAEC district.

While CCAEC efforts will not be completed to fully address all areas and objectives, the consortium will be accountable for significant progress towards those goals through annual milestones.

By the end of 2015-2016, the milestones the CCAEC will achieve will include:

- Creation of a data collection system that gathers meaningful Performance Outcome data for all members, demonstrates growth across all measures, and shares that data publically
- Evidence of a regional approach to utilizing AEBG Allocation resources
- Confirmation of regional professional development and documentation as to what data will demonstrate the success of development
- Growth in the number of regional partners and validation that the consortium is sharing partners
- Demonstration of member interaction through meetings of Faculty Advisory Committees, articulation committees, advisory committees, the Executive Board and other collaborations
- Evidence of significant progress in program articulation and clearly defined pathways between K-12 member institutions and from K-12 members to community colleges

These milestones and this Annual Plan reflect the CCAEC's Three Year Plan Update and will demonstrate clear progress in attaining the major goals of the CCAEC Regional Plan.

Members have collaborated in the creation of all plans to successfully achieve these milestones through Planning Committee and Executive Board meetings, as well as faculty alignment and professional development meetings. Progress in achieving these milestones will require significant efforts from community stakeholders, partners, member administration, staff and faculty. However, all CCAEC stakeholders are prepared for this challenge.

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.

Tables under separate cover.

3.2 Consortium AEBG Allocations by Member

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. 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.

Tables are under separate cover.

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

- 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

4.1 Objective 3:

The members of the CCAEC has made strides in aligning existing programs and creating pathways from these programs to postsecondary education or the workforce, but much work still needs to be done.

Delineation of roles has assisted in ABE/ASE integration efforts. Citrus College does not offer a high school diploma program, so K-12 adult schools focused their energies on aligning their high school diploma programs. K-12 members have made progress by understanding each other's curriculum and instruction, integrating approaches to credit recovery and work-study electives, addressing Common Core State Standards. Work still remains on better articulating pathways for transitioning students to Citrus College.

During the planning phase, K-12 members also made progress aligning ESL and CTE programs, but as with ASE / ABE, work remains. The focus for 2015-16 is to advance the efforts started in ASE / ABE, ESL and CTE in 2014-15, and better articulate alignment and transitions across the consortium.

For the 2015-16 school year, CCAEC members have become more focused on the activities the consortium will be pursuing to transition students to Citrus College or the workforce. These activities are centered on three major areas: educational pathways, program alignment, and transition strategies.

- Educational pathways
    - By the end of 2015-16, the consortium will have created structures to best address articulation and pathways between K-12 members and from K-12 members to community colleges in ABE / ASE, ESL and CTE programs.
    - By the end of 2015-2016 these structures will have tangible results in course outline alignment across some programs.
- Alignment
    - Placement
        - By the end of 2015-16 and depending upon the program, consortium K-12 members will uniformly assess incoming students using TABE, CASAS, transcript analysis, career and pre-employment assessments, and intake and TOPSpro surveys to understand incoming student academic levels and program goals. Citrus College does not use any incoming assessments for its noncredit programs. Citrus College will pilot the use of CASAS in ESL placement by the end of 2016-2017.
    - Curriculum
        - Learning objectives for courses across the consortium programs will be aligned and articulation agreements will be finalized to the extent that it makes sense and is feasible
    - Assessments

        - For ABE students, K-12 institutions will assess students using the TABE, CASAS, and course formative and cumulative assessments.
        - For ABE students, Citrus College assesses students using course formative and cumulative assessments
        - For ASE students, K-12 institutions will assess students using course formative and cumulative assessments (projects, essays, tests, quizzes, and other CCSS assignments) and some K-12 institutions will use CASAS.
        - K-12 ESL programs assess students through CASAS tests and will eventually use course formative and cumulative assessments to determine course Pass/Fail. Citrus College assesses ESL students using course formative and cumulative assessments.
        - All CCAEC institutions will assess CTE students using course formative and cumulative assessments.
    - Progress indicators
        - For ABE students, K-12 institutions will measure growth in TABE results, growth in CASAS results, course formative and cumulative assessments, and/or course completion to measure student progress.
        - For ABE students, Citrus College will use course formative and cumulative assessments, and course completion to measure student progress.
        - For ASE students, K-12 institutions will analyze course completion and acquisition of diplomas as well as some institutions using CASAS results.
        - K-12 ESL programs measure student progress through CASAS tests, but will eventually measure student progress through the attainment of learning objectives and completion of courses with Pass/Fail. Citrus College measures ESL student growth through the attainment of learning objectives and completion of courses with grade.
        - All CCAEC institutions will measure CTE programs performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment.
    - Major outcomes
        - ABE/ASE – attainment of learning objectives, course completion, high school diploma, enrollment and attendance at Citrus, job acquisition, , wage increase
        - ESL – band / level completion , course completion, enrollment and attendance in ABE / ASE, CTE programs or Citrus College
        - CTE – course completion, attainment of certification, proficiency in examination, attainment of employment in field, wage increase
        - Adults in Workforce – attainment of employment, wage increase
        - Adults training – course completion, certification,
- Transition strategies among the Consortium participants' systems including:
    - Communication paths

        - Consortium website, individual K-12 websites, and media at individual K-12 institutions will deliver consistent message: attending Higher Education or Post-Secondary Training, or finding employment are the primary goals
    - Defined and articulated pathways to postsecondary education or the workforce
        - Consortium members will define and produce pathway documents that are student friendly and clearly explain how a student can progress toward and transition to postsecondary education or the workforce
        - Consortium website, individual K-12 websites, and media at individual K-12 institutions will provide students access to these pathway documents
    - Bi-directional pathways so students can easily transition between member institutions
        - A critical outcome of articulation efforts is to make transitions seamless between member institutions. The consortium hopes to have tangible results in course outline alignment across ESL.
    - Counseling assistance
        - Counseling services at K-12 institutions and Citrus College will reinforce understanding pathways to students and provide students support to make progress to achieve pathway goals

4.1a AEBG Regional Assessment Plan

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?

By the end of the 2015-16 school year, the consortium will have developed and started to implement a Regional Assessment Plan. While individual programs may vary as to the specifics of assessments, the CCAEC Regional Assessment Plan has three major characteristics:

1. Incoming K-12 students in most programs will receive some type of placement assessment to determine their program entry academic level and will develop uniform demographic data the consortium wishes to capture and the tools to capture that data
2. All programs will utilize some type of performance data to measure student progress, will use this data to drive curriculum and instruction, and will develop and provide interventions to help students who are not progressing
3. All students will understand how they are able to transition between member institutions and how their progress will eventually lead to postsecondary education or employment

- Placement
    - All institutions will develop uniform student demographic data the consortium should collect
    - All institutions will develop the tools to capture that data
    - All K-12 institutions will analyze TOPSpro survey data to better understand student program goals
    - ABE/ASE – all K-12 institutions will uniformly use the TABE to measure ABE student

incoming abilities and student transcript analysis for ASE; most K-12 institutions will also use CASAS measure ASE student incoming abilities
    - ESL – all K-12 institutions will uniformly use CASAS to measure student incoming abilities; Citrus College will complete piloting CASAS by the end of the 2016-2017 school year
    - CTE – all K-12 institutions will uniformly use TABE data to measure student incoming abilities, but will not use these results to exclude entry to students; instead programs will use accelerated and contextualized strategies to help CTE students be successful
    - Program 3 – currently Monrovia uses career and pre-employment assessments and is developing an intake survey. The Program Faculty Advisory Committee will discuss and develop additional placement assessments as needed
    - Program 4 – the initial consortium approach is to use TABE and/or CASAS data to measure parent incoming abilities; the Program 4 FACs will codify the consortium approach to intake for the students in this program

- Performance Data
    - ABE/ASE – all K-12 institutions will assess ABE students with TABE and/or CASAS on an agreed upon periodic basis and measure student progress of attaining course learning objectives. All consortium counselors will analyze student credit acquisition to measure student growth in ASE programs. Citrus College will use course formative and cumulative assessments and a course grade to measure student performance.
    - ESL – K-12 institutions will assess student performance with CASAS on an agreed upon periodic basis to measure student growth; K-12 institutions will eventually create Pass/Fail courses with uniform learning objectives and completion of these courses will be performance data; Citrus College measures ESL student growth through the completion of courses with grade
    - CTE – institutions will measure performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment
    - Program 3 – performance data will be collected that measures employment and/or wage increases.
    - Program 4 – performance data will measure attainment of learning objectives, course completion, and certifications. The Program 4 FAC will analyze the possibility of using CASAS data to measure performance growth, the academic success of the children of these adults and other performance measures
    - All institutional counselors and faculty will develop and implement intervention strategies on a systemic and individual level
- Counseling
    - Counseling services at K-12 institutions and Citrus College will support to make progress by program and keep them aware of postsecondary and employment goals

4.1b Data Collection

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?

CCAEC members will use existing data collection solutions and not make significant expenditures on new tools in anticipation of a new state data collection system that is scheduled to emerge from AB104. Currently, most K-12 institutions use ASAP and Citrus College uses Banner to track student enrollment and demographic data. Glendora does not have ASAP and the consortium has agreed to fund Glendora to purchase ASAP.

The CCAEC is committed to tracking student performance data across all Programs and using this performance data to inform curriculum and instruction.

For ABE students, K-12 institutions will measure growth in TABE results, growth in CASAS results, course formative and cumulative assessments, and/or course completion to measure student performance. For ABE students, Citrus College will use course formative and cumulative assessments, and course completion to measure student performance. For ASE students, K-12 institutions will analyze course completion and acquisition of diplomas as well as some institutions using CASAS results.

K-12 ESL programs will measure student progress through CASAS tests. Citrus College measures ESL student growth through the attainment of learning objectives and completion of courses with grade.

All CCAEC institutions will measure CTE programs performance progress through attainment of the course objectives, completion of courses, exam success (where applicable), and acquisition of certifications and employment.

Program 3 performance data will measures employment and/or wage increases and Program 4 performance data will measure attainment of learning objectives, course completion, and certifications. The Program 4 FAC will discuss and possibly develop other measures of performance.

Individual members will provide the Program Director data from CASAS, TABE, surveys, and CTE benchmarks on a regular basis based on the program. The Program Manager will prepare aggregated reports for the public and all consortium stakeholders and the data will be available on the consortium website.

By continually providing Performance Outcome data to fellow members and to the public, the CCAEC will be held accountable in meeting the targets that are projected in Table 6.2 of this Annual Report.

4.1c Other Activities for Objective 3

List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c outlines the activities the consortium needs to complete by the end of the 2015-16 school year to address the above desired outcomes.

Table 4.1c

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 TABE as uniform entry assessment for ABE	January 2016	K-12	Consortium will know the academic skills of all entering ABE students	TABE data
Implement CASAS as uniform entry assessment for ESL	February 2016 (for K-12) June 2017 (for Citrus pilot)	All	Consortium will know the academic skills of all entering ESL students	CASAS data
Develop regional approach to data collection during intake (develop regional protocols)	June 2016	All	All institutions will know demographics and academic and career goals of all students entering consortium programs	Enrollment data, TOPSpro data, survey data
Purchase and implement ASAP for Glendora USD	January 2016	Glendora	Glendora will have ASAP data to provide consortium Program Director	ASAP data
Use CASAS results to uniformly measure ESL student progress	February 2016 (for K-12) June 2017 (for Citrus pilot)	All	Student progress towards attainment of academic and language skills in program ASE and ESL areas will be measurable	Benchmark data
Create similar K-12 ESL Pass/Fail courses (course outlines) with identical learning objectives by course level and add to schedule	July 2016	K-12	All K-12 institutions will have the same courses and course levels defined by common learning objectives so that students can transition from one member to another	Course outlines, student transcripts, master schedules
Create similar K-12 ABE Pass/Fail courses (course outlines) with identical learning objectives by course level and add to schedule	February 2016	K-12	All K-12 institutions will have the same courses and course levels defined by common learning objectives so that students can transition from one member to another	Course outlines, student transcripts, master schedules

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
Analyze and align ABE and ESL K-12 and Citrus College courses and course outlines to create seamless student transitions	July 2016	All	All member institutions will have the same courses and course levels defined by common learning objectives so that students can transition from K-12 members to community colleges	Course outlines, student transcripts, master schedules
Explore alternative methods of earning college credit and begin to develop articulation agreement from these	July 2016	All	Students will be able to accelerate academic goals due to articulation agreements	Articulation agreements, student data of those who take advantage of them
Increase counseling services for seamless transitions	May 2016	All		Counseling appointments, workshops, consortium counseling meetings

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).

In the 2015-2016 school year, the CCAEC has implemented or will implement a number of measures to address gaps identified in the updated AB104 3-year Plan. These measures include the following which are detailed further in Table 4.2:

- Increase ASE / ABE course offerings at additional times (e.g. in the evening) or with members where programs previously did not exist
- Increase ESL course offerings at additional times to address waitlists (e.g. in the evenings) or where programs previously did not exist
- Increase CTE course offerings at additional times to attract more students
- Develop and share existing curriculum and expand existing programs to better address Program 4, Adults training to support child success
- Establish a satellite One-Stop on the eastern edge of the CCAEC region to serve more adults and better address Program 3, Adults in the workforce
- Establish ties with organizations that can assist the consortium with better addressing Program 7, Pre-apprenticeship training
- Increase the number of program coordinators and clerical to improve:
    - ESL placement, outcomes, and acceleration through levels
    - Consortium alignment of ASE / ABE, ESL and CTE curriculum and outcomes
    - Seamless transitions from noncredit and K-12 programs to credit, training, and post-secondary programs
    - Data tracking to demonstrate consortium success in difficult to track data categories

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 ESL Basic Computer Skills class	Class to start by January 2016	Duarte USD Citrus College	Serve ESL parents in Duarte currently not served; Increase English and basic computer skills	Enrollment numbers, course completion, noncredit progress indicators
Create new ABE program	January 2016	Claremont USD	Improve skills of low-skilled students entering ASE and ESL students; provide bridge to ASE for ESL students	Enrollment numbers, course completion, CASAS results
Increase ESL and ASE offerings	January 2016	Azusa USD, Monrovia USD Citrus College	Increased enrollment; increased level completion; increased graduation rate	Enrollment numbers, course completion, CASAS results, credit acquisition, diplomas earned
Develop learning objectives and curriculum for Category 4 and share with other districts	May 2016	Azusa USD Duarte USD Glendora USD Citrus College	Increased enrollment; increased parent literacy	Enrollment numbers, course completion, CASAS results
Increase course offerings for Category 4	February 2016	Glendora USD	Increased enrollment; increased parent literacy	Enrollment numbers, Course completion, CASAS results
Establish One-Stop satellite at Glendora	February 2016	Glendora USD Monrovia USD	Increase number of adults in Category 3 to be served; increase employment and wages	Enrollment numbers, job attainment, wage increase
Increase CTE instructor hours to establish ties to organizations that can develop consortium response to Program 7	May 2016	Monrovia USD	Demonstrate enrollment in pre-apprenticeship programs; increase employment and wage gains for adults	Enrollment numbers, job attainment, wage increase
Add additional ESL coordinator staff or hours	February 2016	Azusa USD Citrus College	Increase enrollment, improve ESL outcomes, increase transition to noncredit, credit and post-secondary education	Enrollment numbers, course completion, CASAS results, enrollment in noncredit and credit courses

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Hire Site/Program Coordinator and Faculty lead for ABE	February 2016	Citrus College	Basic skills transitions, credit faculty lead, credit curriculum development, data development & analysis	Course outlines; data measurements from noncredit to credit classes
Hire Site/Program Coordinator, ESL Coordinator, Faculty lead, and CASAS test administrator for ESL	June 2016	Citrus College	Credit curriculum development, data development & analysis, CASAS & cut score validations, outreach, marketing	Enrollment numbers, course outlines, CASAS scores
Hire Site/Program coordinator for Adults in workforce	February 2016	Citrus College	OA program development, data development & analysis, outreach, marketing	Enrollment numbers, job attainment, wage increase
Hire Site/Program Coordinator and Credit Faculty lead for CTE	February 2016	Citrus College	Workplace skills/CTE program development, credit curriculum development, data development & analysis, technology/equipment, outreach, marketing	Enrollment numbers, certifications completed, job attainment, wage increase

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.

In the 2015-2016 school year, the CCAEC has started to make strides in addressing Objective 5. While members believe in the importance of the objective, the nature of CCAEC programs means achieving vibrant contextualized programs, such as iBest, will occur in incremental steps. Those adult schools across the state that have significant contextualized programs integrating ABE / ASE into CTE classes, have extensive, comprehensive CTE programs beyond the scope of the CTE programs currently offered in the consortium. Even the institutions in Southern California (North Orange County) implementing iBest are doing so very carefully, methodically, and on a very limited basis. Also, CCAEC CTE programs currently offered are as short and intensive as possible, limiting gains from an accelerated model. The CCAEC Faculty Advisory Committees for Programs 1, 2 and 6 will be exploring ways to address contextualization to accelerate student progress.

Though the contextualized learning portion of this objective is not as robust as desired, CCAEC members will leverage MOE and Allocation to better address this objective. Following are efforts members have made or will be making to better address this objective, which are detailed further in Table 4.3:

- Increase access to online credit recovery curriculum , where possible, to all K-12 members to accelerate ASE outcomes for all members
- Create and administer standards-based challenge exams in ASE programs to accelerate credit acquisition
- Provide standards-based work study courses so students can earn elective credits for work experience. Offer more ASE / ABE courses to increase times when students can access academic labs
- Higher part-time ESL coordinators to accelerate ESL students through levels
- Higher additional counseling resources to publicize, encourage, and support student transition to credit and post-secondary programs
- Facilitate a consortium-wide counseling meeting to address ways to accelerate transitions and better support students

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
All K-12 ASE programs will have Odysseyware	January 2016	Azusa USD Claremont USD Glendora USD Monrovia USD	Increased credit acquisition and increased graduation rates	Credit acquisition, diplomas earned
Create standards-based challenge exams across core academic classes	June 2016	Azusa USD Claremont USD Glendora USD Monrovia USD	Increased credit acquisition and increased graduation rates	Credit acquisition, diplomas earned
Administer standards-based challenge exams across core academic classes	August 2016	Azusa USD Claremont USD Glendora USD Monrovia USD	Increased credit acquisition and increased graduation rates	Credit acquisition, diplomas earned
Provide standards-based work study courses as electives	January 2016	Azusa USD Claremont USD Glendora USD Monrovia USD	Increased credit acquisition and increased graduation rates	Credit acquisition, diplomas earned
Offer more ASE / ABE courses	January 2016	Azusa USD Claremont USD Glendora USD Monrovia USD	Increased enrollment, credit acquisition and increased graduation rates	Enrollment numbers, credit acquisition, diplomas earned
Increase ESL coordinator hours	February 2016	Azusa USD	Increase enrollment, improve ESL outcomes, increase transition to credit and post-secondary	Enrollment numbers, course completion, CASAS results, enrollment in credit courses
Higher additional counseling	February 2016	Azusa USD Claremont USD	Improve initial student assessment	Data measurements from noncredit to

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
resources		Glendora USD	and placement, encourage and support transition to credit and post-secondary programs.	credit classes and from ASE / CTE to post-secondary
Facilitate consortium-wide counseling interaction	Complete numerous meetings by May 2016	Azusa USD Claremont USD Glendora USD Monrovia USD Citrus College	Address ways to accelerate transition to post-secondary and credit programs and better support students	Data measurements from noncredit to credit classes and from ASE / CTE to post-secondary

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.

The CCAEC is not as far as it would like in achieving Objective 6, but will be providing increased professional development in a number of ways:

- Creating and empowering Faculty Advisory Committees across programs (as outlined in the

Organizational Chart in 1.9) with faculty representatives from every member institution to investigate current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives

- Provide site specific professional development times for FAC representatives to report out to site faculty of FAC findings
- Organize consortium-wide development in Objectives 5 and 6 to better leverage resources (e.g. discussions have started to have North Orange County do iBest staff development for consortium faculty)
- Schedule local experts to provide seminars, workshops or development on content and program specific needs

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
Create Faculty Advisory Committee (FAC) for ASE/ABE	February 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Identify current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives for ASE/ABE	Agendas and minutes from FAC meetings, FAC research, best practices notebook, other data TBD
Create FAC for ESL	February 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Identify current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives for ESL	Agendas and minutes from FAC meetings, FAC research, best practices notebook, other data TBD
Create FAC for CTE / Adults in workforce / Pre-apprenticeship	February 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Identify current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives for CTE	Agendas and minutes from FAC meetings, FAC research, best practices notebook, other data TBD
Create FAC Adult training for child success	February 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Identify current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives for parent training	Agendas and minutes from FAC meetings, FAC research, best practices notebook, other data TBD
Create exploratory	February 2016	Azusa USD	Identify ways the	Agendas and

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
committee for Adults with disabilities		Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	consortium can address this AB104 Objectives	minutes from exploratory committee meetings, other data TBD
Provide opportunities for each FAC by program area to share out	Ongoing through May 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Report and share out current trends, research-based pedagogy, best practices, and ways to best address AB104 Objectives for each program area	Agendas and sign-in sheets from staff development meetings, research and current trends presented, best practices notebook, other data TBD
Organize consortium-wide staff development	Ongoing through May 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Improve instruction in terms of accelerated learning, competency-based learning and contextualized learning	Agendas and sign-in sheets from staff development meetings, staff development instructional materials other data TBD
Schedule regional experts to provide seminars, workshops or staff development on critical program areas	Ongoing through May 2016	Azusa USD Claremont USD Duarte USD Glendora USD Monrovia USD Citrus College	Improve instruction in terms of accelerated learning, competency-based learning and contextualized learning	Agendas and sign-in sheets from staff development meetings, staff development instructional materials, and; other data TBD

4.5 - **Objective 7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

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.

The CCAEC is leveraging relationships with members in the consortium and with organizations outside of the consortium to better serve adults in all program areas except Program 6.

Within the consortium, member collaboration will be critical in expanding services across program areas. These collaborative efforts, detailed in Table 4.5, include:

- Leveraging CalWorks funds to open a One-Stop satellite in Glendora to better serve adults in the eastern part of the region
- Providing medical CTE classes at Duarte, which does not have any such classes, to better reach Duarte adults

- Collaborating between Glendora, Azusa, Duarte and Citrus College to create learning objectives and curriculum for new course offerings for Program 4
- Articulation between the Monrovia Adult Education Automotive Technology program and Citrus College's Automotive Technology (Automotive Maintenance & Light Repair) program will create better transitions from a K-12 institution to a Citrus College credit program.

In addition to this collaboration, members have significant partner relationships that will help the CCAEC improve outcomes, especially in Performance Outcomes 6.2f, 6.2g, and 6.2h. Medical CTE programs have significant partnerships with medical institutions throughout the region for internship, externship, and employment purposes. The K-12 automotive program has started developing relationships with shops and dealerships in the community that will grow into consortium partnerships for similar purposes.

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
Provide internships for CNA students	Santa Teresita Hospital	Minimum 100 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	40	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for CNA students	Rowland Convalescent Hospital	Minimum 100 hours of Clinical OJT	Azusa USD	Continuous throughout 2015-2016	40	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for CNA students	Glendora Grand Inc.	Minimum 100 hours of Clinical OJT	Azusa USD	Continuous throughout 2015-2016	40	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Pharmacy Tech students	Partners Health	200 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	54	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Pharmacy Tech students	ModernHealth	200 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	54	Enrollment numbers, certifications completed, job attainment,

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
						wage increase
Provide internships for Pharmacy Tech students	MedPlus	200 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	54	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Pharmacy Tech students	Premier Pharmacy	200 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	54	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Pharmacy Tech students	El Monte Pharmacy	200 hours of Clinical OJT	Monrovia USD	Continuous throughout 2015-2016	54	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Medical Assistant students	Children's Hospital Los Angeles	160 hours of Community Classroom	Monrovia USD	Continuous throughout 2015-2016	42	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Medical Assistant students	Huntington Medical Foundation	160 hours of Community Classroom	Monrovia USD		42	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Medical Assistant students	Huntington Family Practice	160 hours of Community Classroom	Monrovia USD	Continuous throughout 2015-2016	42	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Medical Assistant students	Sierra Madre Medical Center	160 hours of Community Classroom	Monrovia USD	Continuous throughout 2015-2016	42	Enrollment numbers, certifications completed, job attainment, wage increase
Provide internships for Medical Assistant	LaPaz Medical Clinic	160 hours of Community Classroom	Monrovia USD	Continuous throughout 2015-2016	42	Enrollment numbers, certifications completed, job

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
students						attainment, wage increase
Provide internships Hospital Ward Clerk	Kaiser Permanente-Baldwin Park	Minimum 100 hours of Clinical OJT	Azusa USD	Continuous throughout 2015-2016	30	Enrollment numbers, certifications completed, job attainment, wage increase
Provide supplemental funding for One-Stop	Foothill Workforce Development Board	$ 50,000	Monrovia USD	2015-2016	474	Enrollment numbers, job attainment, wage increase
Provide supplemental funding for One-Stop	CalWorks	$223,165	Monrovia USD	2015-2016	474	Enrollment numbers, job attainment, wage increase
Provide services to very low performing ABE and ESL students	Monrovia Public Library, Azusa Library, Glendor	Use of library facilities	Monrovia USD AUSD Glendora USD	2015-2016	50	Enrollment numbers, CASAS results, course completion
Develop relationships with local businesses for internship and employment possibilities	Business Education and Community Outreach Network (BEACON)			2015-2016		Job attainment, wage increase
Develop relationships with local businesses for internship and employment possibilities	San Gabriel Valley Economic Partnership	Economic data, job fairs,		2015-2016		Job attainment, wage increase

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.

EXAMPLE

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

Table under separate cover.

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				

EXAMPLE

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.

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.			

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.

6.2a Extenuating Circumstances for Performance Outcomes

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.

CCAEC has two extenuating circumstances in regards to tracking data for 6.1 and 6.2.

In tracking data for Table 6.1, the member institutions have differentiated enrollment processes that complicate data aggregation.

The primary issue for Table 6.2 is the ability to track the data. All members have difficulty in tracking categories 6e, 6g, and 6h. Citrus College has not tracked this data in the past, but is addressing that gap with Allocation funds. The adult schools have tracked 6g and 6h, but it is a very manual process dependent upon former students providing data. Adult schools are using Allocation funds to better track the data for 6g and 6h.

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

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

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CCAEC members will use data collection and analysis to inform curriculum and instruction and evaluate effectiveness of the consortium. This Annual Plan has articulated what data will be collected to measure student progress and those measures will be compared to projections from Table 6.2.

The Program Director will aggregate all consortium data into a CCAEC Annual Data Report. The August board meeting will analyze this report for consortium effectiveness in enrollment and Performance Outcomes. Areas where the consortium is not achieving will be discussed by the board and interventions will be developed with board leadership and FACs.

In addition to the student performance data, the CCAEC will be measuring the progress of the FACs in achieving objective goals. The Program Director and board will create a detailed project plan for each FAC, including objectives, personnel, and timelines. The CCAEC will measure the effectiveness of achieving Objectives across Programs by analyzing FAC objectives and completion of these objectives.

Section 7: Consortium Member Signature Block

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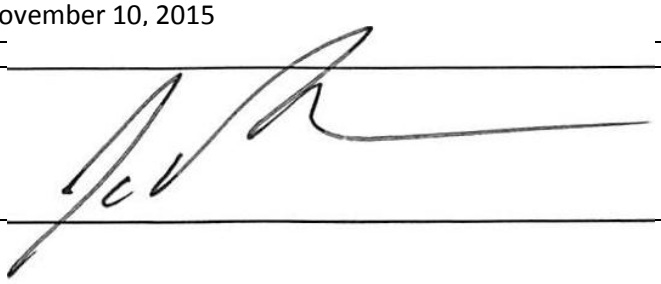
Signature Box:	

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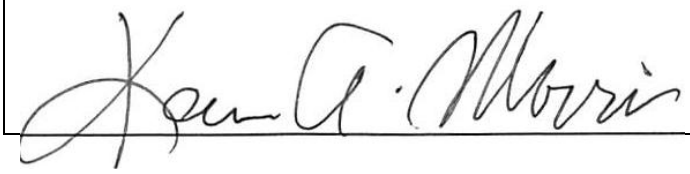
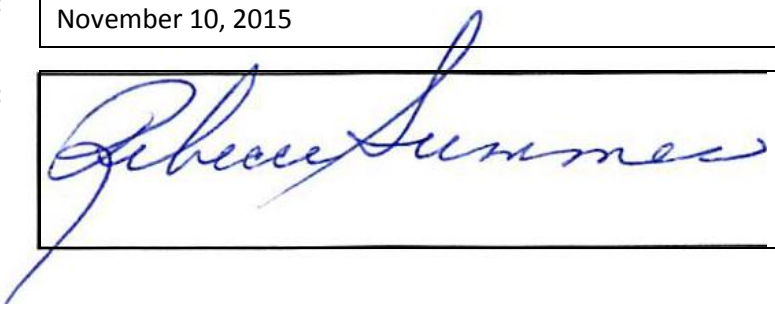
Signature Box:	

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