



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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Alvord Unified School District	Sandy Fielding	951-358-1715	sandy.fielding@alvord.k12.ca.us	11-05-15 (Pending)
Corona-Norco Unified School District	JoDee Slyter	951-736-7128	jslyter@cnsud.k12.ca.us	08-04-15
Jurupa Unified School District	Michael Gray	951-222-7739	michael_gray@jUSD.k12.ca.us	09-14-15
Moreno Unified School District	Martinrex Kedziora	951-571-7500	mkedziora@mvusd.net	09-08-15
Riverside County Office of Education	Charles Fischer	951-826-6464	cfischer@rcoe.us	10-14-15
Riverside Community	Sylvia Thomas	951-222-8620	Sylvia.Thomas@rccd.edu	08-18-15

College District				
Riverside Unified School District	Antonio Garcia	951-788-7135	angarcia@rusd.k12.ca.us	08-18-15
Val Verde Unified School District	Mark LeNoir	951-940-6100	mle Noir@valverde.edu	08-05-15

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

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

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

The ABout Students Regional Consortium members voted on October 21, 2015 to select the Direct Funding option of allocation distribution. After significant research, multiple meetings with fiscal representatives, neighboring consortia members, and conversations with the State Project Monitor, the consortium has opted out of the fiscal agent selection in favor of direct funding. Each member will be responsible for providing fiscal reports as required by the state by certifying expenditures, and following approved state and federal general accounting practices. Each member is responsible for submitting reports to the regional Lead contact person for consolidation of data, monthly and for official submission bi-annually. The governing officials of the consortium will approve all consortium reports, collectively certifying grant expenditures prior to submission. On behalf of the governing officials, the Lead contact person will submit reports electronically to the state.

Section 2: Plan Summary for Program Year 2015-16

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

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

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

ABOUT STUDENTS REGIONAL CONSORTIUM Executive Summary

The ABout Students Regional Consortium depends on the guiding principles identified by its members and partners. The dedicated educators and community partners of the consortium are committed to upholding our fundamental commitments to being *About Students*, fostering *Collaborative Relationships*, sharing *Collective Responsibility*, following *Results Driven* strategies, and including *Stakeholder Representation* in decision making. The 2015/16 Annual Plan represents the opportunity for the region to begin the implementation process of improving educational services to adults in our communities.

During the first year of implementation of the Comprehensive Plan, the ABout Students Consortium plans to make progress by establishing consortium sustainability, increasing access and capacity of services and classes, aligning transitions and pathways among providers, improving outreach and support services to students in our region. Maintaining internal collaboration through consortium structure, formal agreements, and sharing of student data will advance the efforts of all members and partners. Rebuilding programs and courses lost through recent funding deficits is intended to increase access for students underserved in areas throughout the region. Consortium participants intend to focus work on developing clear definitions and targets for success while aligning assessment and placement practices. Finally, establishing comprehensive communication avenues, including a regional website, for students as well as staff and faculty, is a primary effort for the consortium. Through ongoing consortium collaboration and consistent, collective work, the ABout Students Regional Consortium can begin to address the significant educational needs of the adults we serve.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify

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

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

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

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

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

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

3.2 Consortium Allocations by Member (Estimated)

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

Section 4: Overview of 2015-16 Action Plans

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

language has been adapted to the AB104 AEBG context.

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

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?

As established by the ABout Students Work Groups, aligning assessments, placement requirements, curriculum, and student study plans are the foundation to creating seamless transitions from one LEA to another for the ABout Students Regional Consortium. Efforts have identified three existing sub-regions which are geographically divided and facilitate the transition of students from the k-12 adult schools to the three community colleges. Each sub-region has begun work to build strategies for transitions and educational pathways. Each sub-region will continue to meet designing and implementing strategies unique to the populations within the area.

Sub-regions have identified assessment and placement instruments used and are working on alignment indicators.

Currently, the consortium focus is on ESL transitions into post-secondary or college credit ESL classes. CASAS (Comprehensive Adult Student Assessment System) assessments are used by federally supported agencies including the county office of education and school districts, while TESOL is used by the colleges to assess and place students. Discussions to align instruments and identify skill levels are ongoing. Our objective for assessment alignment is to preserve the allowability of each provider's process while creating "crosswalks" between members. Once assessment alignments have been completed, course alignments will be addressed in the sub-regions between providers. The consortium will address strategies specific to basic skills, Adult Basic Education and Secondary Education among providers within proximity of services available.

Transitional services for short-term CTE and apprenticeship programs are being addressed at the sub-regional level as well. Industry demands vary among the sub-regions. With the expansion of warehouses in the eastern end of the region, short-term training in logistics is in high demand while the western region is focusing on pre-apprenticeship programs to support the International Brotherhood of Electrical Workers. Additional data collection is needed to determine the specific training needs for medical fields. Consortium participants are working together to share strategies using for assessment and placement of students using AccuPlacer, TracDat, TABE and CASAS instruments.

Progress indicators are being implemented to measure reading and mathematics skill development and competency attainment. Further Work Group involvement is planned to continue addressing the challenges faced in the region to streamline assessment and placement among members.

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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?

Within the ABout Students Consortium Region, several different student information systems are used to gather enrollment, demographic and performance data. Each system is able to produce reports and data needed to track student enrollment trends, persistence, performance measures,

and outcomes. Each provider is able to share the information in a relatively similar matrix; however, systems are not able to integrate. Current systems used by consortium members include ASA, YSS, Zangle, C STARS, and ARIES. The consortium is not considering purchasing or investing in the development of a universal data system that would enable members to share data at this time.

Data collection will continue to be shared among members using a compilation of reports. Due to the number of members, some providers are using the same student information systems and work has begun to improve the collection of data by sharing strategies and practices. Until a universal system is developed, some of the data collected will be self-reported information knowing that the accuracy of the data may be subjective. Another method of data collection will involve follow-up surveys administered in the classroom and at the time of course completion. The type of data to be share will include enrollment, attendance and persistence rates, completions, wage increases, employment attainment, and post-secondary applications to higher education.

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
Improve transitional services through Advantage Program or Guidance 45	November 2015- June 2016	RCCD, CNUSD, JUSD, RUSD, MVUSD	Duplicate existing program for adults and plan for future implementation	Implementation
Share best practices of data collection	Ongoing	All	Interagency development of best practices	Comparison of data collection results
Collaborate on transition program, campus tours, financial aid, counseling, enrollment assistance	Bi-annually at semester breaks	RCCD, RUSD, CNUSD, MVUSD, JUSD,	Increase opportunities for campus visits, counseling and applications for financial aid.	Survey students on effectiveness
Partner with WDC/DPSS to increase awareness/access	November 2015- June 2016, monthly	All	Increased number of students served and supported	Comparing referral data

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
to services provided				
Articulation agreement development among k-12 and CC	January 2015-June 2016	All	Development of CTE short-term programs	Shared agreements

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Restore capacity levels in ABE, ASE, ESL to address the high demand in the region	November 2015-June 2016	All	Increase number of courses and classes available Reduction of waiting lists	Monitor and compare enrollment numbers
Increase the types of programs offered where unavailable	November 2015-June 2016	JUSD, CNUSD, MVUSD, RUSD, VVUSD, RCOE, RCCD	Increase high school equivalency preparation classes Increased short-term CTE course offerings	Monitor and compare enrollment numbers
Increase support services	January 2016-June 2016	CNUSD, MVUSD, RUSD, VVUSD, RCOE, RCCD	Provide additional counseling sessions, transportation support and baby sitting	Monitor and compare enrollment numbers, persistence rates and transitions

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

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

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

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

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

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Develop transitional courses for advanced ESL and ASE students that will focus on preparing them to successfully enroll and participate at RCCD.	January 2015-June 2016	RCCD, AUSD, JUSD, CNUSD, MVUSD, RUSD, VVUSD, RCOE	Adult school completers enroll and attend college classes	Follow-up surveys
Increase the use of technology based instruction	January 2015-June 2016	All	Faculty and teachers attend professional	Share strategies of increased use of technology

			development training	
Research blended learning models and other integrated instructional strategies	November 2015- June 2016	All	Development of plans to implement strategies to accelerate student learning	Identified steps toward training

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
Provide professional development activities that will enhance the use of technology as a tool in instruction	November 2015-June 2016	All	Representatives from all members attend training	Log technology training hours completed by faculty and staff members
Share professional development opportunities on consortium website	January 2015-June 2016	All	Increase faculty and staff opportunities for professional development	Gather feedback from staff and faculty on effectiveness
Share expertise by hosting local workshops and training	January 2015-June 2016	All	Collaborative sharing of expertise among members	Faculty and staff present to neighboring districts

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.

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
Enter into agreements to implement GED/HiSET preparation classes at GAIN offices	Department of Public and Social Services	Shared facilities, instructional support	CNUSD, MVUSD, RUSD	January 2015-June 2016	Classes offered at additional locations	Monitor enrollment numbers
Access labor and training resources provided by WDC	Riverside Workforce Development Center (formally known as WIB)	Shared data, training resources	All	December 2015-June 2016	Employment services	Expansion of services

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the

[Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

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

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

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

Section 6: Levels of Service and Assessment of Effectiveness

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

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

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

Table 6.2: Performance Outcomes by Member - Projected Targets

EXAMPLE

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From ABE6 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

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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)

The ABOUT Students Consortium members and partners are committed to evaluating the effectiveness of efforts to improve educational services to adults in our region. Several strategies have been discussed to monitor and reflect on the progress of our efforts. Plans to evaluate actions toward growth include, but are not limited to, strategies to gather survey data through random sampling and self-reporting information, monitoring enrollment and completion numbers, documenting additional services provided to students, and ongoing communications among all member representatives and partners. Consortium participants will routinely review and reflect on quantitative and qualitative data to reflect on the effectiveness of the consortium members both individually and collectively.

Section 7: Consortium Member Signature Block

Name:	<input type="text" value="Sandy Fielding"/>
Consortium Member:	<input type="text" value="Alvord Unified School District"/>
Email:	<input type="text" value="sandy.fielding@alvord.k12.ca.us"/>
Date:	<input type="text" value="November 3, 2015"/>
Signature Box:	<input type="text"/>

Name: JoDee Slyter

Consortium Member: Corona-Norco Unified School District

Email: jslyter@cnusd.k12.ca.us.ca.us

Date: November 3, 2015

Signature Box:

Name: Michael Gray

Consortium Member: Jurupa Unified School District

Email: michael_gray@jUSD.k12.ca.us

Date: November 3, 2015

Signature Box:

Name: Dr. Martinrex Kedziora, Maribel Mattox (alternate)

Consortium Member: Moreno Valley Unified School District

Email: mkedziora@mvusd.net

Date:

November 3, 2015

Signature Box:

Name:

Sylvia Thomas, Dr. Paul Parnell (alternate)

**Consortium
Member:**

Riverside Community College District

Email:

Sylvia.Thomas@rccd.edu

Date:

November 3, 2015

Signature Box:

Name:

Dr. Charles Fischer

**Consortium
Member:**

Riverside County Office of Education

Email:

cfischer@rcoe.us

Date:

November 3, 2015

Signature Box:

Name: Antonio Garcia, Jim Dawson (alternate)

Consortium Member: Riverside Unified School District

Email: angarcia@rusd.k12.ca.us

Date: November 3, 2015

Signature Box:

Name: Dr. Mark LeNoir

Consortium Member: Val Verde Unified School District

Email: mlenoir@valverde.edu

Date: November 3, 2015

Signature Box:

Name:

Consortium Member:

Email:

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**Consortium
Member:**

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Member:**

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