



REVISED Guidance for the AEBG Annual Plan
Template for Program Year 2015-16
Updated 10-12-2015

Section 1: Consortium Information

1.1: This is the grant number used when you submitted your AB86 Interim and Final Plans. This same number will become your grant number for the Adult Education Block Grant (AEBG).

1.3 and 1.4: This is the primary person the state will contact directly for information over the course of this funding period.

1.5 and 1.6: If your consortia opts for a fiscal agent, this would be the Individual who would be responsible for fiscal management of the AEBG funding for Program Year 2015-16.

1.7: Per AB86 and the AEBG, each organization that is a member of a Consortia must have a representative who is officially designated by their local board.

1.8: [Governance Template](#)

1.9: NOTE: “Members” are officially approved Consortia members as defined in AB86 and AB104. “Partners” are not Consortium members but contribute to the effort in this plan. Several organizational charts from different AB86 consortia are [linked here](#).

1.10: Regardless of whether your Consortia will be using a single fiscal agent (identified in 1.3 above) or not, provide a description of how funds and billing will be managed to ensure statutory fiscal responsibility and accuracy.

Section 2: Plan Summary for Program Year 2015-16

2.1: 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): 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 how the Members of the Consortium are collaborating to achieve these milestones. **NOTE: The Executive Summary for each Consortium will be posted on the AEBG website and included in the Fall Report to the Legislature.** If this intended audience were to look at your regional Adult Education system in June 2016, what characteristics would they see and hear about? (The page allowance for your summary is 1/2 – 3/4 page.)

Section 3: Consortium Services and Funding Allocations

3.1 and 3.2: As shown in the Annual Plan Template, the AEBG requires fiscal information in a number of formats – according to program, member, and Objective. Using the [Member Allocations Workbook](#) for **Tables 3.1 and 3.2 respectively**, consortia members are required to fill out their own spreadsheets. The spreadsheets completed by individual members will automatically be totaled to provide the consortia level figures on the Roll-up Summary Page of the workbook. An overview of the information required for these two tables can be found in the Annual Plan Template.

Please note that the Section 5 workbook is also included on this page. For instructions on completing the table by AB86 objective by fund source – please go to Section 5.

Table 3.1 focuses on types of services (program areas) that will be provided by the Consortia to the community and the funding that will go to supporting those program areas. *Note: Administration and MOE Indirect amounts are captured in Table 3.2. The amounts entered in Table 3.1 should not include those expenses.*

Revised Table 3.2: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go toward Administration costs (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Please note while the consortia indirect is capped at 5% of the total grant, the MOE indirect will be based on the CDE approved indirect cost rate.

Section 4: Overview of 2015-16 Action Plans

The activities carried out by Consortia around the state to achieve the vision, goals and objectives of *Partnering for a Strong California Workforce* is a valuable opportunity to learn about what works, what doesn't, and to identify ways to improve systems throughout the state. The state is interested in what can be learned through consortia efforts regarding the outcomes for students as a result of implementing the plans. What individual consortia learn from their activities will be part of the report supplied at the end of the program year. Objectives 3-7 of AB86, which form the basis for the AB104 AEBG goals and activities, have been adapted to the current AB104 context. For the original text, please refer to your AB86 Plan.

4.1a and b: Provide a clear description of your Regional Assessment Plan elements – including the tools and vendors used, the flow of information and data, and how your Consortium will ensure that the data collected will be reliable and valid. The processes and resources used will be up to local consortia, which may want to have MOUs in place – though this is not a requirement of the Annual Plan template.

NOTE: State assessment policy is still in development, in pace with federal WIOA and Perkins assessment policies. In year two, there should be substantial progress made towards comprehensive assessment policies in those programs that will inform the process for the

AEBG. In year one, as we wait for this work to be completed, what is your Consortium's Regional Assessment Plan that will enable Members to track and report student progress?

4.1c, and 4.2 through 4.7: Referring to the adapted Objectives text provided in the Annual Plan template, provide information about your top **3-5 key activities** for each Objective that will enable you to reach the milestones described in your Annual Plan Executive Summary (Section 2) and move your regional Adult Education system forward to enhance outcomes for adults in your community.

Section 5: Estimated Allocations by Objective

Using the [Member Allocations Workbook](#) for **Table 5.1**, consortia members will fill out their own spreadsheets. The spreadsheets completed by individual members will automatically be totaled together to provide the consortia level figures on the Roll-up Summary Page of the workbook. An overview of the information required for this table can be found in the Annual Plan Template. It is understood that these figures will change over the course of implementation, so this would be your best estimate at the present time. The estimated budgets at this time and actual figures at the end of the year will be part of the reports to the Legislature.

Please note that the Section 3 workbook is also included on this page. For instructions on completing those tables – please go to Section 3.

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

Section 6: Levels of Service and Assessment of Effectiveness

In this section of the Annual Plan Template, the first round of Performance measures will be set up. As with the State Assessment Policy, this process is under development, but the groundwork will be laid in year-one of the Three-Year AEBG project by identifying projected targets for increased levels of service and performance outcomes for students.

Targets are usually based on previous year attainment and increases based on improved efforts. If for some reason targets aren't met, that provides a basis for exploring why. Reasons could include dramatic demographic shifts (a factor outside of program control), unexplained high drop-out rates that need to be addressed, or drops in numbers of individuals served could be explained by more services per student and better student outcomes, etc. This information contributes to informed decision-making about where program improvement efforts can and should be focused.

For example, WIOA has annual targets projected at the beginning of each program year and actual numbers reported at the end of the year. This allows for new targets to be established

for the next year at incrementally higher rates, rolling on each year from there to support continuous improvement efforts. Each year there is a new baseline established. Just like with any project, establishing goals sets a direction and focuses effort. The model proposed for the AEBG mirrors WIOA, which will make tracking and reporting easier. Targets/actual counts are like budgets/actual expenditures. Both are necessary to get a picture of what a program is trying to do and what it has achieved at the end of each program year.

Using the [Performance Measures Workbook](#) for **Table 6.1** and **Table 6.2** (described below) consortium members are required to fill out their own spreadsheets. The spreadsheets completed by individual members will automatically be totaled to provide the consortia level figures on the Roll-up Page of the workbook. An overview of the information required is shown in the Annual Plan Template.

6.1 Projected Levels of Service. Provide the number of students served in AY 2013-14 by program, as identified in your AB86 Final Plan, as applicable, and project target numbers for each of the AB104 AEBG Program Areas listed in the table. Estimates are acceptable for the new AEBG categories:

Adults in the workforce (Including Older Adults)
Adults training to support child school success
Students in pre-apprenticeship programs

Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your 2013-14 numbers 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 the present time.**

6.2: Performance Measures and Outcomes. The performance measures in this plan are based on AEBG performance measures for effectiveness and align with the WIA/WIOA Federal Adult Education program, Title II performance measures that are available to date. As instructed in AB104, the system will move towards aligning systems, including WIOA, in order to streamline data collection and reporting efforts. In Program Year 2015-16, note that literacy gains for WIOA and non-WIOA students are separate, according to the two different systems used around the state. Most consortia will have students in both categories. Fill out the literacy gains line appropriate for the types of students accordingly. Enter N/A if no one in the Consortium provides services to one or the other type of student.

Reflecting on your past performance achievement, for each of the performance measures in this chart estimate the number of students that you project will have this goal and the number of students you project will achieve this goal. The spreadsheet will calculate the rate based on the numbers inputted, resulting in your Projected Target Rate. Program Year 2015-16 actual achievement levels will establish a baseline for performance evaluation over the course of the Three-Year Consortia Plan.

The chart below outlines how the performance target percentages and actual performance outcomes will be calculated. The structure aligns with WIOA-NRS. In turn, reports pulled

from the WIOA Title II data system will provide the needed information, except for program outcomes for students not in Adult Education (those will have to be tracked outside of the NRS system). Those not using the WIOA-NRS system will have to set up processes to

- 1) identify students at entry or the start of the program year for each category, and
- 2) track their accomplishments.

The mid-year and final reports will take those numbers and calculate the performance rates for each of the categories. *Note the collection and reporting periods indicated.*

Performance Measures	How to calculate these percentages
<p style="text-align: center;">Data for measures collected and reported twice during program year:</p> <p>1) Mid-year report: collected for period of July 1-December 31 and reported January 31.</p> <p>2) Final report: collected for entire period July 1-June 30 and report August 15.</p>	
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.	# of WIOA students completing a level/divided by the # of WIOA students enrolled in Adult Education and/or ESL.
6.2b- For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.	# of non-WIOA students completing a course/divided by the # of non-WIOA students enrolled.
<p style="text-align: center;">Data for measures collected and reported twice during program year <u>and</u> through follow-up during the following program year:</p> <p>1) Mid-year report: collected for period of July 1-December 31 and reported January 31.</p> <p>2) Final report: collected for entire period July 1-June 30 and report August 15.</p>	
6.2c- % Completion of HSD or Equivalent, for those who had this goal during the current program year.	# of students completing a HSD or equivalent /divided by the # of students enrolled in a HSD or equivalent program.
6.2d- % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year. K-12 Adult School Only	# of transfers to post-secondary /divided by the # of students enrolled in a K-12 Adult School program.
6.2e- % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.	# of transfers to college credit courses/divided by the # of students in noncredit college courses.
6.2f- % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.	# of certificates, degrees, and training program completion/divided by the # of students enrolled in these classes.
<p style="text-align: center;">Methods for collection and reporting of these measures <i>To Be Determined</i></p>	
6.2g- % Placed in jobs, for those who had this goal during the current program year.	# of students placed in jobs/divided by the # of students who indicated they are unemployed.
6.2h- % With increased wages, for those who had this goal during the current program year.	# of students with increased wages/divided by the # of students who indicated they currently had a job at entry.

While much effort is being made to be innovative and accurate in this first year of AEBG, it is understood that it will take a couple of cycles to establish solid systems. The state is aware of the current difficulty in getting job and wage data matched for students. Sampling has been carried out for WIOA and other programs in order to provide required reports but the effort needed to do sampling is extensive and the response rates are not high enough to be very useful for program planning. AB104 has allocated funds to address this issue for AEBG. The work to do so is on-going during this first year of the Block Grant. Improved data matching systems could also help with capturing transition data more expansively and accurately. It is anticipated that in the future the AEBG effort will have a better established system so that this valuable information about the impact of Consortia efforts can be captured and reported.

Important Note: While the CCCCCO and CDE do not require targets for demographic characteristics, be aware that the Final Performance Report will require information on the demographics of students that receive services during the program year, by program area, so this will need to be part of your data collection processes. The WIOA Title II system captures this information for the WIOA-NRS. Reports can be pulled from this system that provide the information as long as the program tags are used.

Information on data reports and resources for data processes that can be used for AEBG:

- For information on the types of WIOA-NRS reports that are available for California through TopsPro Enterprise see the following link:
<https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia>
- For information on how to set up data processes to provide the kind of information necessary for such reports, including intake, goal-setting, managing data flow, etc. see the NRS IMPLEMENTATION GUIDELINES:
http://www.nrsweb.org/foundations/implementation_guidelines.aspx
- For an example of a Student Intake Form to capture the needed information for demographics, goals and program areas, see the [Example Student Intake Form linked here](#).

6.3: Additional Measures (Voluntary). Consortia may wish to track specific measures to gather meaningful and useful information about its plan efforts. The option to share that information will be provided in the Annual Plan. Consortia are encouraged to do so in order to increase our collective knowledge about what works, with whom, and where. Such information can help others as we continuously improve our systems across the state.

A measure that is encouraged to be included is students becoming *Pell Eligible and Enrolled*. This is an intermediate success measure after transition to college and before completion of a certificate or degree. Pell eligibility occurs for students who 1) get a high school diploma or equivalent or 2) earn 6 college level credits (under Ability to Benefit clause) and they apply for financial aid through the FAFSA. The latter is most valuable for students who are co-enrolled in Adult Education or non-credit academics and in college credit CTE. It allows them to qualify for Federal financial aid even before earning a high school diploma or equivalent. Having 6 college

level credits and financial aid is strongly correlated with certificate and degree completion for students without a high school/GED completion at entry. It can cover tuition for the CTE portion of the second and following semesters of a certificate.

A *Pell Eligible and Enrolled* measure would capture a point of success for programs and students early on in the college credit part of their pathway, support efforts to establish or expand co-enrollment strategies, and help students get financial aid to continue their education. For information on Pell eligibility see the following link:

<https://studentaid.ed.gov/sa/eligibility/basic-criteria>

6.4: Consortium Effectiveness. At the state level, evaluation of Consortia Effectiveness will consist of plan implementation and the AEBG performance outcomes outlined in the Annual Plan Template, with consideration for year-one challenges. Are there other actions or qualities you will look at to assess the effectiveness of your own Consortium, and/or that you would recommend to the state? This is an opportunity to help develop the consortia effectiveness evaluation process required in AEBG legislation. **Response to this item is required.**

Section 7: Consortium Member Signatures