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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-019

1.2 Consortium Name:

Glendale Community College District Regional Consortium

1.3 Primary Contact Name:

Dr. Alfred Ramirez

1.4 Primary Contact Email:

aramirez@glendale.edu

If applicable:

1.5 Fiscal Agent Name:

Ron Nakasone

1.6 Fiscal Agent Email:

nakasone@glendale.edu

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Glendale Community College	Alfred Ramirez	(818) 240-1000, ext. 5018	aramirez@glendale.edu	9/15/15
Glendale Unified School District	Scott Anderle	(818) 241-3111, ext. 1283	sanderle@gusd.net	10/6/15

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

See attached governance template.

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

See attached organizational chart.

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

The Glendale Community College District Regional Consortium has agreed to allow Glendale Community College (GCC) to be the fiscal agent for the Adult Education Block Grant (AEBG). Working. The certifying officer will be Ron Nakasone, the Vice President of Administrative Services for GCC, to assure that funds are appropriated and used within the eligible programs. The distribution will be based on the consortium's extensive planning process.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on this purpose described in AB86: "… **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage."** Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

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

The Glendale Community College District Regional Consortium has organized a collaborative plan to improve and build upon the excellent work that has been established in our region. The information and data gleaned from research obtained through the planning process identified key elements such as:
- There is a high demand for programs and services, especially for English as a Second Language classes
- There are limited student support services to adequately support student's transitions to the workforce and postsecondary education
- Noncredit programs do not exist for adults with severe disabilities
- Outreach and marketing for programs are lacking

- Workforce preparedness is needed
- Community partnerships need strengthening
- Availability of student outcome data is lacking

Based on these findings our consortium requested funding to meet the needs and look to:
- Create seamless transitions and pathways
- Develop a comprehensive student support system
- Offer opportunities to support student success and acceleration
- Build faculty, staff and institutional capacity
- Create access to programs and services
- Create awareness in the community of educational opportunities for adult students
- Strengthen education, community, and industry partnerships

With this in mind our vision is to access new funding to focus on students with disabilities as a priority, while enhancing and improving the adult education programs that exist. Data in our region provided the members and partners with a view of the region's need to organize pathways from individual successful programs and services to a comprehensive adult education system that directly leads to higher education and the workforce. Investing in assessments, services, articulation agreements, awareness campaigns, and continued data research will transform our region's adult education program to a recognized resource for adults and industry in our region.

Section 3: Consortium Services and Funding Allocations

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

See attached AB104 Block Grant Consortium Member Allocations Form

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

See attached AB 104 Bock Grant Consortium Member Allocations Form

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._

The Glendale Community College District Regional Consortium outlined a plan to utilize available resources and invest in infrastructure to create a source of educational pathways by highlighting the programs that have been available but not as visible to adults seeking education. In addition, there are courses in engineering and manufacturing that are being aligned through the collaboration between Glendale Community College and Glendale Unified School District (Members of the consortium). Educational pathways are planned to include consortium partners in developing outreach, support, and assessment of immigrants who enter social service agencies and transition to adult education creating an aligned educational pathway.

Assessment for adults with disabilities is a priority in developing appropriate placement and referral for education in our region. Our research identified that 2% of our region's over 26,000 adults with disabilities were participating in programs and services. Our goal is to develop curriculum through Glendale Community College's noncredit program that will serve the adult learner with a disability. This curriculum will be vetted with our region partners and professionals in our region, as well as through our internal curriculum review to obtain a state approved certificate course to assist adults with disabilities to transition to higher education and employment. We plan on developing this course and gather data regarding enrollment, completion, and transfer.

The Glendale Community College District Regional Consortium has identified a gap in awareness in the community of the educational opportunities available to the adult learner. A resource directory describing training as well as support services will be compiled, reviewed, translated, and distributed regionally. New courses and certificates, such as one for students with disabilities, will be vetted regionally with all partners and members to assure that pathways can be articulated. Employers will be recruited to participate in the development and consideration of training to meet the needs of students, educators, and employers; thus, solidifying pathways to the workforce.

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?

The Glendale Community College District Regional Consortium will develop a multi-faceted regional assessment plan to create a baseline of students served from social service agencies through adult education, transfer, and/or employment. This data is not currently available and is a planned priority for the Researcher the consortium will hire. The current CASAS assessment tool has historically provided an excellent and valid tool for students already enrolled in the noncredit programs at Glendale Community College. Additional information regarding the appropriateness of assessments for specific areas such as learning disabilities in languages other than English or Spanish will be explored. The initial tracking of students will be maintained by the partners with more integrated tracking as recommended by the regional Researcher as data is available.

High school students transitioning to adult education with Individualized Educational Plans (IEPs) will

be tracked through data bases such as SARS Software Products, Inc. to identify the number of students referred to adult education and provide an update regarding their progress. The SARS system is currently able to interface with GCC's Enterprise Resource Planning system through PeopleSoft to provide appropriate tracking of students as they are placed and as they progress through GCC. This type of tracking will be utilized as a model for the region and may be configured to allow for expanded data to be housed in on area. The Researcher for the consortium will be asked to coordinate this project.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Student enrollment, demographics, and performance is currently being captured for most of the adult participating in adult education in our region through the ERP system in place at Glendale Community College's Continuing Education Program. This data is housed in the PeopleSoft system which allows for all demographic, enrollment, and performance information to be collected, stored, and queried. Students are provided with assistance in their languages since the system is online and in English. The system is not currently in place to expand to include data from outside agencies (other members or partners) in our region. The information may be included by establishing a bolt-on or modification to the current system. Further research will be done to evaluate the possibility of including other data. In the meantime, agencies are tracking students through case management systems specific to the programs and agencies providing the service.

4.1c – Objective 3 continued: List <u>other</u> activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Hire staff to work with AWD at GCC's Garfield Campus	6 months	GCC	Assist with transition from noncredit to credit and workforce	Student count and data gathering, staff evaluations
Hire Coordinator for Region	2 months	GCC, GUSD	Integrate programs, align pathways and engage employers	Meetings, minutes, outcome reports, staff evaluations
Create Pathway to Workforce through VESL instructor and Employers	2 months	GCC	Organize curriculum and existing programs to employer standards	Meetings, reports, agreements or MOU's
Coordinate more noncredit to credit pathways	6 months	GCC	Articulation Agreements (formal and informal)	Reports, agreements
Hire clerical assistant	2 months	GCC, GUSD	Support Regional Coordinator	Regular staff evaluations

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
Coordinate programs	2 months	GCC, GUSD	Transition AWD students from K-12 to workforce	Regular staff evaluations, outcome reports of student numbers
Hire job developers	4 months	GCC, GUSD	Engage employers and create pathways for jobs	Regular staff evaluations, student data

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan.

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
Provide laptops for needy	4 months	Partner agency – Library	Purchase Laptops	Collect use data
Provide workshops for recent immigrants	2 months	Partner agencies – IRC and ARS	Provide workshops to adults	Collect data regarding time line
Counsel DSPS students	6 months	GCC	Provide counseling to AWD students on site	Collect student data and report
Expand current ESL program	2 months	GCC, GUSD and partner agencies	Identify satellite campuses and facilities	Determine amount of new courses and count students
Outreach to GUSD students	2 months	GCC, GUSD and partner agencies	Provide options to students	Maintaining student data
Hire ESL instructors	4 months	GCC	Expand ESL program	Evaluations and student enrollment data

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.

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
High School Collaboratives	4 months	GCC, GUSD	Create more transitions & pathways	Student data, enrollment
Expand pre-assessment courses	4 months	GCC, GUSD	Formalize curriculum	Track students as they place in English and Math
Expand GED to Credit Managed Enrollment	6 months	GCC, GUSD	Increase students matriculating to credit	Track student numbers

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.

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
Professional Development	2 months	GCC, GUSD	Learn to deal with AWD population	Faculty Feedback
Professional Development	2 months	GCC, GUSD	Learn to work with CTE and integrate curriculum with workforce	Faculty Feedback, curriculum development
Professional Development	2 months	GCC, GUSD	Learn to align adult basic education and secondary education with K12 and credit	Faculty Feedback, curriculum development
Release time for curriculum alignment	2 months	GCC	Formally evaluate a course	Curriculum development

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.

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
Offer GCC classes at the WIB	WIB	Classrooms and Instructors	GCC	6 months	ESL students	Data on classes and enrollment
Cultural (acculturation) Workshops	Armenian Relief Society	Staff	GCC, GUSD	6 months	Students	Survey and student numbers
AWD Expert Summit	All	Information and direction	GCC, GUSD	2 months	Regional Community	Survey and participant numbers
Offer ESL classes at various sites	All	Classrooms and Instructors	GCC, GUSD	6 months	ESL students	Data on classes and enrollment
Laptop Lending program	Glendale Library	Laptops	GCC	2 months	ABE students	Numbers of students using laptops

Section 5: Estimated Allocations by Objective

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

See attached AB 104 Bock Grant Consortium Member Allocations Form

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service.

See AB 104 Block Grant Consortium Performance Measures Form

6.2 Project Performance Outcome Targets.

See AB 104 Block Grant Consortium Performance Measures Form

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.

We are in the process of transition following the abrupt resignation of our region's researcher and project manager. Information will be available and will be reported. This issue is in response to the data requested for 6.2a, 6.2b, 6.2c, 6.2e, 6.2f, 6.2g, and 6.2h.

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)

We will be looking for guidance from the consortium Researcher once the position is filled.

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)

A priority identified by the Glendale Community College Regional Consortia is to include adults with disabilities in our plans for expansion of our existing programs and to enhance awareness of the programs and services we have already available to that population of underserved students. We will be starting a baseline of the students we have, while simultaneously including services and programs to encourage success. We lack assessments and outreach in our partner agencies, which will require new forms of data gathering to evaluate how best to assist this almost

invisible population. Our current programs will be expanded by taking success to the community. We will look to measures of access as a starting point with assessment and student plans guiding long term success and effectiveness measures.

Section 7: Consortium Member Signature Block

Name:	Glendale Community College
Consortium Member:	Dr. Alfred Ramirez
Email:	aramirez@glendale.edu
Date:	10/30/15
Signature Box:	
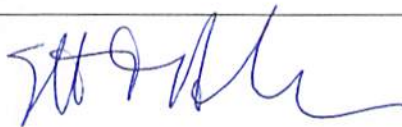
Name:	Glendale Unified School District
Consortium Member:	Dr. Scott Anderle
Email:	sanderle@gusd.net
Date:	10/30/15
Signature Box:	

Consortia Report on Governance Compliance of Rules and Procedures

Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1st Quarter expenditure report.

Consortium Name:

Glendale Community College District Regional Consortium

Planning Grant Fiscal Agent Name (for tracking purposes only):

Glendale Community College

Consortium Point Person (or person submitting this document):

Name:

Dr. Alfred Ramirez

Consortium Role:

Project Director

E-Mail:

aramirez@glendale.edu

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

Glendale Community College and Glendale Unified School District are members and have been involved in the planning process from the onset of AB86. The county office of education has been contacted to be allowed to join.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

Current members have provided initial data regarding funding and will continue to do so. We have relied on the project manager and researcher to gather information. We will work collaboratively to report the information, discuss the impact, and use to proceed with implementation of our work to assist adults with their education in our region.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

Current member agencies have had officials designated and approved by their corresponding boards.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

> Members are currently making all decisions through a collaborative process with discussions and input from all partners.

5. What will be the relative voting power of each member?

> Currently each member has one vote.

6. How will decisions be approved?

> Since each member has one vote, and we currently have two members in our consortium it will be by consensus and majority.

7. How did you arrive at that decision-making model?

> This decision is based on the limited amount of members of our consortium and the collaborative relationship that has defined our region.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

> We invite all partners to participate actively in the decision-making process. We will post information on as many member and partner websites as possible inviting the public to provide input.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

> We invite all partners to participate actively in the decision-making process. We will post information on as many member and partner websites as possible inviting the public to provide input.

10. Describe how comments submitted by members of the public will be distributed publicly.

> We will post all documents, minutes, and agendas on our AB86 regional website.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

> The entities including social service agencies, libraries, community-based organizations, and the local Verdugo Workforce Investment Board are partners of our consortium and take an active role in our decision-making process. Many were involved in the planning process and are included in regional collaborative meetings.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The collaborative plan provides for a strategic focus of services to the areas initially identified and now expanded to the seven areas in Education Code 84913. Our region has maintained discussion and a focus on those areas. We will prioritize services within the mandated areas as we move through the implementation of the plan.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

Our consortium has agreed to have the fiscal agent administer the funds based on the action plans we developed.

14. How will members join, leave, or be dismissed from the consortium?

We will have discussion with current members and agree to move forward with decisions based on the current membership. We will seek guidance and discuss all actions with the partners of the consortium prior to any final decisions.

15. Does the consortium have a formal document detailing its working beyond the questionnaire? (Please provide a link)

Not at this time.

Consortium Member Signature Block

Name:

> Glendale Community College

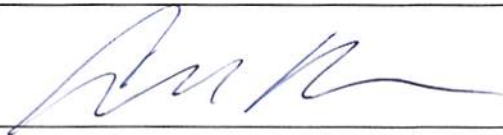Consortia Member:

> Dr. Alfred Ramirez

Email:

> aramirez@glendale.edu

Date:

> 10/30/15

Signature Box:

Name:

> Glendale Unified School District

Consortia Member:

> Dr. Scott Anderle

Email:

> sanderle@gusd.net

Date:

> 10/30/15

Signature Box:

Glendale Community College Regional Consortium

10/2015 - GCC and GUSD are the members of this consortium with GCC as the fiscal agent. Partners have been established through MOUs. Additional partners will be invited. The consortium continues to work with a collaborative consensus on all aspects of AEBG with member approval.

GCCD Regional Consortium

- Glendale Community College — Member/Fiscal Agent
- Glendale Unified School District — Member

- Armenian Relief Society - Partner
- Burbank Unified School District - Partner
- Catholic Charities of Los Angeles, Inc. - Partner
- EDD, Verdugo/Glendale Office - Partner
- International Rescue Committee - Partner
- Verdugo Workforce Investment Board - Partner

AEBG
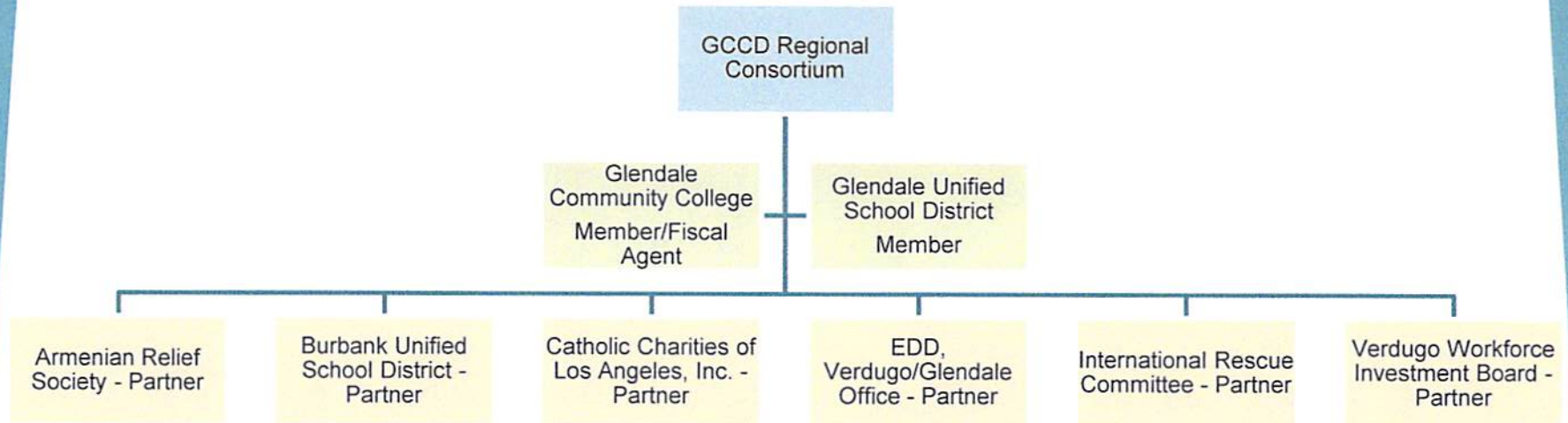
AB104 Block Grant Consortium Member Allocations For

Instructions:
Select the name of your consortium from the pull-down menu. Fill-out one worksheet for *each member* of your consortium. Values entered in individual worksheets will rollup

Consortium Name: *Glendale*

3.1 Consortium Services by Program Area and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	$0	$200,000	$316,687	$0	$0	$0	$3,713,844	$0	$4,230,531
3.1b - English as a second language	$0	$400,000	$600,000	$0	$0	$0	$5,744,199	$0	$6,744,199
3.1c - Adults in the workforce (including older adul	$0	$360,000	$0	$0	$0	$0	$0	$0	$360,000
3.1d - Adults training to support child school succe	$0	$10,950	$0	$0	$0	$0	$0	$0	$10,950
3.1e - Adults with Disabilities	$0	$800,000	$0	$0	$0	$0	$0	$0	$800,000
3.1f - Careers and Technical Education	$0	$200,000	$0	$0	$0	$0	$1,144,155	$0	$1,344,155
3.1g - Pre-apprenticeship Training	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$1,970,950	$916,687	$0	$0	$0	$10,602,198	$0	$13,489,835

3.2 Consortium Allocations by Member (Estimated)

	Total Allocations to Members	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$0	$0	0.0%	$49,274	5.0%
3.2b - Consortium Allocation	$985,745			$49,274	5.0%
Total	$985,745	$0	0.0%		

5.1 Allocations by Objective and Fund Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	$0	$900,000	$314,687	$0	$0	$0	$4,000,000	$0	$5,214,687
5.1b - Obj. 4: Gaps in Services	$0	$700,000	$300,000	$0	$0	$0	$2,502,198	$0	$3,502,198
5.1c - Obj. 5: Accelerated Learning	$0	$100,000	$250,000	$0	$0	$0	$4,000,000	$0	$4,350,000
5.1d - Obj. 6: Professional Development	$0	$100,000	$2,000	$0	$0	$0	$50,000	$0	$152,000
5.1e - Obj. 7: Leveraging Structures	$0	$171,220	$50,000	$0	$0	$0	$50,000	$0	$271,220
Total	$0	$1,971,220	$916,687	$0	$0	$0	$10,602,198	$0	$13,490,105

*19 & older
**K-12/COE Only

AB104 Block Grant Consortium Member Allocations For

Instructions:
Complete the tables below with information from your institution. Only enter values in the blue-shaded cells. Values entered here will rollup on the summary tab.

Consortium: Glendale

Member Name: Glendale Community College

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	$0	$100,000	$316,687	$0	$0	$0	$3,713,844	$0	$4,130,531
3.1b - English as a second language	$0	$200,000	$600,000	$0	$0	$0	$5,744,199	$0	$6,544,199
3.1c - Adults in the workforce (including older adult	$0	$180,000	$0	$0	$0	$0	$0	$0	$180,000
3.1d - Adults training to support child school succe	$0	$5,475	$0	$0	$0	$0	$0	$0	$5,475
3.1e - Adults with Disabilities	$0	$400,000	$0	$0	$0	$0	$0	$0	$400,000
3.1f - Careers and Technical Education	$0	$100,000	$0	$0	$0	$0	$1,144,155	$0	$1,244,155
3.1g - Pre-apprenticeship Training	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$985,475	$916,687	$0	$0	$0	$10,602,198	$0	$12,504,360

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)	$0	$0	0.0%		
3.2b - Consortium Allocation	$500,000			$49,274	9.9%
Total	$500,000	$0	0.0%	$49,274	9.9%

5.1 Allocations by Objective and Fund Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	$0	$450,000	$314,687	$0	$0	$0	$4,000,000	$0	$4,764,687
5.1b - Obj. 4: Gaps in Services	$0	$350,000	$300,000	$0	$0	$0	$2,502,198	$0	$3,152,198
5.1c - Obj. 5: Accelerated Learning	$0	$50,000	$250,000	$0	$0	$0	$4,000,000	$0	$4,300,000
5.1d - Obj. 6: Professional Development	$0	$50,000	$2,000	$0	$0	$0	$50,000	$0	$102,000
5.1e - Obj. 7: Leveraging structures	$0	$85,475	$50,000	$0	$0	$0	$50,000	$0	$185,475
Total	$0	$985,475	$916,687	$0	$0	$0	$10,602,198	$0	$12,504,360

*19 & older
*K-12/COE Only

AEBG

AB104 Block Grant Consortium Member Allocations Fo[rm]

Instructions:
Complete the tables below with information from your institution. Only enter values in the blue-shaded cells. Values entered here will rollup on the summary tab.

Consortium: Glendale

Member Name: *Glendale Unified School District*

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

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail***	Total
	MOE	Consortium Allocation							
3.1a - Adult Education (ABE, ASE, Basic Skills)	$0	$100,000	$0	$0	$0	$0	$0	$0	$100,000
3.1b - English as a second language	$0	$200,000	$0	$0	$0	$0	$0	$0	$200,000
3.1c - Adults in the workforce (including older adult	$0	$180,000	$0	$0	$0	$0	$0	$0	$180,000
3.1d - Adults training to support child school succes	$0	$5,475	$0	$0	$0	$0	$0	$0	$5,475
3.1e - Adults with Disabilities	$0	$400,000	$0	$0	$0	$0	$0	$0	$400,000
3.1f - Careers and Technical Education	$0	$100,000	$0	$0	$0	$0	$0	$0	$100,000
3.1g - Pre-apprenticeship Training	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$985,475	$0	$0	$0	$0	$0	$0	$985,475

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)	$0	$0	0.0%	$0	0.0%
3.2b - Consortium Allocation	$485,745				
Total	$485,745	$0	0.0%	$0	0.0%

5.1 Allocations by Objective and Fund Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail***	Total
	MOE	Consortium Allocation							
5.1a - Obj. 3: Seamless Transition	$0	$450,000	$0	$0	$0	$0	$0	$0	$450,000
5.1b - Obj. 4: Gaps in Services	$0	$350,000	$0	$0	$0	$0	$0	$0	$350,000
5.1c - Obj. 5: Accelerated Learning	$0	$50,000	$0	$0	$0	$0	$0	$0	$50,000
5.1d - Obj. 6: Professional Development	$0	$50,000	$0	$0	$0	$0	$0	$0	$50,000
5.1e - Obj. 7: Leveraging structures	$0	$85,745	$0	$0	$0	$0	$0	$0	$85,745
Total	$0	$985,745	$0	$0	$0	$0	$0	$0	$985,745

*19 & older
**K-12/COE Only

Instructions:
Select the name of your consortium from the pull-down menu. Complete the tables below with information from your institution.
Values entered here will rollup on the summary tab.

Consortium Name: Glendale

Table 6.1 Levels of Service by Program Area and Member (Projected Targets). Provide a the number of students served in AY 2013-14 as target numbers for each of the AB104 Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 program area child school success, and Older Adults in the Workforce) are acceptable.* Duplicated headcounts are acceptable as some students may be in m baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would**

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016
6.1a - Adult Education (ABE, ASE, Basic Skills)	1541	1600	4%
6.1b - English as a second language	4927	5100	4%
6.1c - Adults in the workforce (including older adults)	0	25	0%
6.1d - Adults training to support child school success	0	25	0%
6.1e - Adults with Disabilities	0	50	0%
6.1f - Careers and Technical Education	1643	1700	3%
6.1g - Pre-apprenticeship Training	0	0	0%

Table 6.2: Performance Outcomes by Member – Projected Targets. Provide target percentages for each of the performance measures listed for more information on this section, and resource links for goal-setting approaches.

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

Instructions:
Complete the tables below with information from your institution. Only enter values in the blue-shaded cells. Values entered here

Consortium:	Glendale
Member Name:	Glendale Community College

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6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.	N/A	N/A	0%
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			0%
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			0%
6.2g - % Placed in jobs, for those who had this goal during the current program year.			0%
6.2h - % With increased wages, for those who had this goal during the current program year.			0%

Instructions:
Complete the tables below with information from your institution. Only enter values in the blue-shaded cells. Values entered here

Consortium:	*Glendale*
Member Name:	*Glendale Unified School District*

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