Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (   ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration ―

Consortium Grant Number	Consortium Name
15-328-16	19 Glendale

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Ramirez, Alfred	Administrative Dean	(818) 240-1000	aramirez@glendale.edu
Pranke, MaryAnne		(818) 937-8051	mpranke@glendaleca.gov

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Nakasone, Ron			nakasone@glendale.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Nakasone, Ron	Glendale Community College District		nakasone@glendale.edu	
Anderle, Scott	Glendale Unified School District	(818) 241-3111	sanderle@gusd.net	10/06/2015
Ramirez, Alfred	Glendale Community College District	(818) 240-1000	aramirez@glendale.edu	09/15/2015
Velasco, Judith	Verdugo Workforce Development Board*	(818) 937-8031	jvelasco@glendaleca.gov	03/17/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)
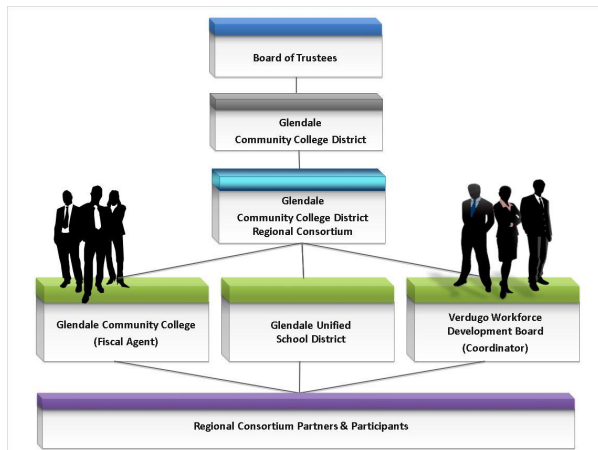
- ○ Yes
- ◉ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

⬇ Download Governance Plan Template

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

◉ Yes
◯ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

gccdrcorgchart2017v2.jpg

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The annual plan serves as a guide for planned expenditures
on an annual basis. Allocations are made
to members based on the action plans to be accomplished throughout the
year. Expenditure reports are submitted
to GCCD, as the fiscal agent. Because the Workforce Development Board (WDB) is a JPA, with
the City of Glendale as its fiscal agent, the WDB submits invoices to GCCD for
reimbursement of costs. GCCD tracks allocations and reimbursements and other expenditures by
member. GCCD, as the fiscal agent, has a separate district fund accounting number for the AEBG which allows for organized
administration of all expenditures and for all reporting to the State.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

◯ Yes
◉ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Glendale Unified School District	$0
🔒 Glendale Community College District	$515,717
Verdugo Workforce Development Board*	$500,000
Total	**$1,015,717**

Section 2: Plan Summary for Program Year 2016-17   —

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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The GCCDRC established a collaborative partnership to build a comprehensive adult education system that leads to higher education and the workforce. To establish a customer-centered approach, the GCCDRC conducted research to profile the community. Results were used to identify gaps in the system which impact access to education as well as student success. To address these gaps, the GCCDRC developed its plan, targeting students with disabilities and English language learners as priorities, while strengthening the overall system and integrating with workforce development. The GCCDRC Plan consisted of five key plan objectives which were the focus of our efforts in 2015-16, and achieving the following accomplishments:
•   GCCDRC solidified its partnership with the adoption of our Vision, Mission, and Values. GCCDRC was reorganized into 5 Committees, each with a detailed action plan to achieve plan objectives. Plans include tasks to be performed, timelines and performance metrics to measure success.
•   GCCDRC hired new faculty/staff to begin working with our target population. An ESL instructor was hired to add additional classes. A part-time counselor was also hired to provide support to students with disabilities and assist with creating new programs for this customer group.
•   A contextual curriculum for ESL was developed to integrate within career pathways and any other job skills training. This approach increases accessibility to ESL and capitalizes on evidence-based practice which supports the increased learning in a contextual curriculum. Implementation will occur in 2016-17.
•   A curriculum was developed to introduce adults with disabilities to the college environment and career pathways. The program teaches the skills needed for a successful college experience, career planning and preparation for entering the workforce. The program is scheduled for Winter, 2017, with referrals from K-12 (Foothill SELPA and GUSD) to successfully transition these students from high school to the community college environment.
•   The Verdugo Workforce Development Board leads workforce preparedness and job development for our students. In June 2016, they began providing workforce preparation workshops and job development services to students with disabilities enrolled in GCC's Uniquely Abled Program which trains students with autism as CNC Machinists. This program braids various funding sources (private foundation, Workforce Innovation & Opportunity Act, Department of Rehabilitation, and AEBG). Workforce preparation and job development will be expanded for all adult programs in 2016-17.
The most significant challenge for GCCDRC, was the limited time available to implement activities planned for 2015-16. The reorganization into Committees and creation of action plans has assisted in keeping partners organized and on task. Meetings were restructured with the first hour dedicated to GCCDRC business functions including approval of action items while the second half is dedicated to Committee work. In 2016-17, we will implement the programs designed in 2015-16 and continue those that meet the needs of students including ESL and workforce preparation. We will capitalize on partnerships and continue integrating AEBG with WIOA services. We will be launching our integrated industry sector strategy and career pathways to create the labor pool for our local employers.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Armenian Relief Society	Community Based	Training & Services
City of Glendale Library Arts and Culture	Library	Training & Services
Frank D. Lanterman Regional Center	Community Based	Training & Services
Glendale Comunitas Initiative	Community Based	Data & Collaboration
Glendale Youth Alliance	City Agency	Workforce Services
International Rescue Committee	Community Based	Education and Services

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

We have identified a need to provide access to ESL in a format that is accessible to adult immigrants in our region who are not ready or cannot access more formalized noncredit ESL classes. We have collaborated with the International Rescue Committee (IRC) to share curriculum which will be developed to meet the need of newly arrived immigrants. It will then expose them to the community college adult noncredit ESL program as well as credit ESL as an option to transition to higher education or workforce training.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

We have expanded the offering of noncredit ESL in our region at GCC by offering an extended ESL summer term. This is allowing students an opportunity of taking a compressed session. It has been a challenge as well to recruit appropriate faculty to teach the classes. Increased outreach to potential staff and added interviews and hiring has been a result of this change. In addition, instructors have been asked to modify their curriculum to insure compliance to the approved standards of instruction while meeting the logistical requirements of offering a shortened term. Administrative challenges have included arranging for support staff to be available during the extended summer session. In general, this expansion of ESL has been successful.

Challenges have included staffing in terms of organizing additional counseling staff. This challenge has resulted in collaboration with Student Equity to hire a part-time counselor for students with disabilities. We have had challenges in obtaining data since there are several entities in place with college MIS information that is not necessarily in line with data gathered by research and planning. This data has to be gathered reviewed and aligned to what was required for AEBG reporting. The difficulty in aligning the variety of information made reporting a challenge. We will work earlier in the year to provide the results we need to report and work with staff to provide additional support to align data gathered to what needs to be reported.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

We have adjusted a traditionally short-term summer ESL session to a longer period mirroring a full term. The summer session is going from 6 weeks to 10 weeks. The 10-week session is offered as a full 15-week curriculum. This has been successful in maintaining enrollment and having students engaged in their summer term. The summer term was traditionally viewed as a practice term for students. This new format provides students with an opportunity to progress and pass a level.

We have been experiencing increased demand for GCC's noncredit ESL classes. However, we have had difficulties expanding. We will be offering classes at two off-campus sites but the challenge is that clerical support will not be available. This gives instructors added responsibility. We are looking to find a site that will allow for expanded classes that will allow for multiple classes to be housed and have room for administrative oversight and clerical support.

Section 3: Consortium Expenditures by Program Area and Objective −

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures							2016 - 17 Planned Expenditures							
	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

19glendale_160819152723.csv

Section 4: Consortium Action Plan Review and Update −

Regional Assessment Plan Updates

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.

Student assessment and placement is currently well established at GCC. The process for regional assessment and placement has been discussed but is not a priority since all of the adult education is presently centrally conducted by GCC. Expanding educational services is in process with community based organizations and the initial step is to share curriculum and expose students to the formalized adult education system.

Assessment of adults with disabilities is currently performed at different points in times. As student attend high school through GUSD (our member school district) they are assessed. As students receive services through the Department of Rehabilitation (a partner of our region) they are assessed and when they attend GCC they are assessed. These assessments build upon each other as the student transitions from one area to another.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ESL Placement Test	GCC Prepared	Language Assessment
Eureka	N/A	Career Assessment

Student Data Tracking

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?

The tracking of student demographics, partner services, barriers to employment, job placement and retention, remains a challenge for the GCCDRC that is currently being examined and addressed. GCC tracks demographic information with limited workforce related data. The VWDB currently uses the CalJOBS system for its WIOA enrollments and will establish a separate "account" to track AEBG participants. The system will track personal information and identification, including social security numbers; barriers to employment; and demographics. The system can also track all services provided by the various partners including enrollment in GCC courses. This will provide a complete profile of all services, courses and support services provided. The system will also track entry into higher education, employment, wage at placement, information regarding employer, job title and wage increases, job retention activities and services provided after job placement. This tracking will provide the necessary data to measure outcomes until the State introduces its comprehensive system in year three.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CalJOBs	N/A	Employment Data
CASAS	N/A	Student Data
PeopleSoft	N/A	Student Data
SARS	N/A	Student Service Data

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

(A) Improved literacy skills
(B) Completion of high school diplomas or their recognized equivalents
(C) Completion of postsecondary certificates, degrees, or training programs
(D) Placement into jobs
(E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The activities in our annual provide the guide for integrating member and partner services. Action plans have been developed by GCCDRC which outlined the tasks needed to accomplish the activities and noting where partner services can be integrated to maximize services to students. The career pathways will be developed with GCC, the other education partners and VWDB leading the effort. GCCDRC will capitalize on the labor market intelligence and industry sector strategies from the VWDB to guide the selection of the career pathways. Through its business services, VWDB will engage employers in the design and development of the career pathway to create industry-valued training and the human capital for these occupations. Partners coordinate to ensure student transition into postsecondary education. GUSD and Foothill SELPA partners refer students directly to programs. The new curriculum developed for AWD will be launched in our winter session and the referral process has been established with Foothill SELP to transition these students to the program.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Implement Success in College Program for AWD	Introduce AWD to Career Pathways & Continuing Education	Collect data on number who enroll and number who transition to higher ed or employment
Implement Workforce Preparation for all AEBG programs	Prepare students for entry into workforce	Collect data on number enrolled and number who obtain employment
Implement Job Development for AEBG program graduates	Connect AEBG grads to employers	Number of placements, wage at placement retention

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Gaps identified in our research for develop our initial AB86 plan included the following:
·   Not enough ESL classes to meet the demands of our community
·   No programs available for AWD
·   No workforce preparation or job development for students
·   No industry-connected career pathways leading to employment

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Career Pathways	Train in industry demand occupations	Collect data on number who enroll and number who gain employment
Implement Workforce Preparation for all AEBG programs	Prepare students for entry into workforce	Collect data on number enrolled and number who obtain employment
Implement Job Development for AEBG program graduates	Connect AEBG grads to employers	Number of placements, wage at placement retention
Enhance and upgrade vocational programs	Improved courses and student demand	Review enrollment data
Improve Student Services	Update areas of student services including Career Center and Library	Gather student use data

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Career pathways will be developed based on industry sector or sectoral strategies which require the identification of employers with current or projected job opportunities. Employers design the training curriculum in partnership with GCC and will be short-term (less than one year), in order to move graduates into employment as quickly as possible. Employers will be engaged in the monitoring of the program to ensure it will meet their hiring needs. They will be able to interview and extend offers before the students graduate. Short-term training tied to employment will assist with accelerating student progress towards goal achievement.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Career Pathways	Train in industry demand occupations	Collect data on number who enroll and number who gain employment
Integrate job development and industry sector strategies	Connect AEBG grads to employers Design training in demand occupations	Number of placements, wage at placement retention

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

A Committee has been established to conduct a needs assessment for professional development for all members and partners.

Using these results, the GCCDRC will be surveyed for training currently offered by partners and members that may available to the GCCDRC. A training plan will be developed and coordinated to provide all staff and faculty with the training they need to implement our plan. Professional Development opportunities are preferred to be held during the school year to allow for faculty and staff to attend. Sessions will begin in October, 2016 and calendar will be finalized in the September meeting to schedule sessions throughout the year.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Develop & Implement Professional Development Plan	Provide training to staff and faculty for all members and partners	Collect data on number who enrolled; class evaluations

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Opportunities to leverage resources are considered when creating action plans to maximize services to students. DOR is able to fund job coaching, supportive services, tuition for credit and non-credit courses, and salary reimbursements for employers who hire their AWD. Similarly, the VWDB can fund tuition for WIOA eligible customers, work experience, supportive services and salary reimbursement to employers (on-the-job training). Student Equity funds at GCC have been leveraged to hire a counselor to assist AWD. Other partners provide citizenship courses, financial literacy, access to computers and internet, literacy (WIOA), and other support services. All partners and members have connections to other community organizations and business to assist with supportive services and employment opportunities. The Professional Development Committee will be scheduling cross-training for all partners and members so that GCCDRC is fully knowledgeable in the services offered by each partner.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Partner Cross-training	Dept. of Rehab. and EDD	Job Coaching Tuition assistance Work Experience Financial Literacy Training Supportive Services Employer Counseling	Training in all partner and member services available to students	Number of partners who receive cross-training

Section 5: Annual Plan Submission   −

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

☑ Click here to confirm that you are ready to submit your Annual Plan.