AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

**AB104 Adult Education Block Grant -
Annual Plan Template for 2015-16**

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-042

1.2 Consortium Name:

Northern Alameda Consortium for Adult Education

1.3 Primary Contact Name:

Michael Brady & Karen Engel

1.4 Primary Contact Email:

mbrady@piedmont.k12.ca.us; kengel@peralta.edu

If applicable:

1.5 Fiscal Agent Name:

Michael Brady

1.6 Fiscal Agent Email:

mbrady@piedmont.k12.ca.us

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

Organization	Representative Name	Rep Phone	Representative Email	Date Officially Approved
Alameda USD	Sean McPhetridge		smcphetridge@alameda.k12.ca.us	9/29/15
Albany USD	TBD			
Berkeley USD	Javetta Cleveland		javettacleveland@berkeley.net	9/30/2015
Emery USD	TBD			
Oakland USD	Bernard McCune		bernard.mccune@ousd.org	10/28/15
College of Alameda	Dr. Joi Lin Blake		jlblake@peralta.edu	9/8/15
Berkeley City College	Dr. Debbie Budd		dbudd@peralta.edu	9/8/15
Laney College	Dr. Elnora Webb		ewebb@peralta.edu	9/8/15
Merritt College	Dr. Norma Ambriz-Galaviz		nambrizgalaviz@peralta.edu	9/8/15
Piedmont USD	Randall Booker		Rbooker@piedmont.k12.ca.us	10/28/15
Peralta CCD	Dr. Jowel Laguerre		jlaguerre@peralta.edu	9/8/15

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

The NACAE Consortium is led by two bodies: (1) an Executive Cabinet which serves as our decision-making body and comprised of the officially appointed designees from each of the Consortium Members in our region; (2) an operational board, or Working Group, comprised of representatives from each member Adult School District, Community Colleges, and the PCC District who are primarily responsible for the ongoing operations of the Consortium.

In addition, regular opportunities will be organized for community-based organizations, workforce development boards, and faculty to participate in open sessions held at least once each semester, to engage and align work for the current and subsequent semesters. NACAE is committed to engaging partners and leveraging and aligning resources with them.

Membership Decisions will be made by consensus; absent consensus, by 2/3 majority of voting members, each of whom receives one vote.

Members within the boundaries as outlined in Section 84903 may join or leave the consortium at any time through resolution as approved by their local Board. No members will be dismissed from the consortium.

Funds are allocated and distributed in accordance with the objectives outlined and as approved by the Executive Cabinet, with distribution pursuant to Section 84913.

A visual representation of the operations of the Consortium is attached (per section 1.9 below).

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.

Please see the 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?

NACAE has identified the Piedmont Unified School District as its fiscal agent, and the Chief Business Officer for PUSD will be the Certifying Officer. The Consortium has chosen to have funds distributed directly to member districts, with a portion of the funds held by the fiscal agent to utilize for consortium-wide objectives (such as consultant services, legal fees, facilities leases where applicable, technical assistance, data collection, etc.). The Consortium highly endorses a certification and reporting structure similar to that used in the AB86 planning grant, with quarterly uploaded reports. Management of member funds is the responsibility of the receiving districts and colleges.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following 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 of 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.**

The Consortium has segregated its efforts into three major categories (or "buckets," as referred to in NACAE Working Group parlance). The first effort is to identify our near-term scale-up in services in each identified program. For K-12 school districts, our goal is to achieve a 20% increase in the number of students served as a result of increased funding and expansion of programs. In addition, the Peralta Community College District will hire coordinators at each site to identify current adult school students and adults served by community-based organizations to assist in the transition to community college during the 2015-16 school year. These coordinators will serve as "success coaches" acting as direct links between colleges and feeder K-12 and CBO institutions. Outcomes will be tied to the number of students served.

The second effort addresses new program development. It will involve aligning and articulating existing curriculum among the member districts and community colleges, creating new "non-credit to credit" course sequences; within the Peralta Colleges, this

would also result in the creation of new Career Development College Preparation (CDCP) sequences. Measurable outcomes will be tied to new articulation agreements, CDCP sequences created, other non-credit to credit sequences created, and the number of adult students to be served.

The third effort for 2015-16 involves the creation of a joint system of operations. NACAE members recognize the importance of centralizing a number of processes and procedures (such as aligning assessments, facilitating student placement and education planning, establishing data-sharing MOU's, developing mutual facilities plans and educational centers, aligning minimum qualifications and hiring plans, and exploring legal options for embedding non-credit instruction in credit CTE classes) under a common infrastructure. NACAE believes that employing a systems approach to this work will lead to less fragmentation and eliminate redundancy. To this end, NACAE wishes to explore the possibility of forming a joint powers authority or other legal entity/identity for the purposes of overseeing these efforts. Outcomes will be tied to entity status; assessment, placement, and planning systems; data sharing agreements adopted; joint facilities plans in place; and staff hired.

Section 3: Consortium Services and Funding Allocations

3.1 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 Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do <u>NOT</u> include these amounts in your calculations of MOE and Consortium funds.

The Section 3 Workbook is Included in Full Budget Report

3.2 Consortium Allocations by member. The spreadsheet described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

The Roll-up Summary Page is Included in the Full Budget Report

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. The original AB86 Objectives language has been adapted to the AB104 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:

    o Placement

    o Curriculum

    o Assessments

    o Progress indicators

    o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.

- Transition strategies among the Consortium participants' systems including:

    o Communication paths among Consortium participants and higher education institutions

    o Defined and articulated pathways to postsecondary education or the workforce

o Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **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?

NACAE will rely on community colleges to provide training to Adult School staff on aligned assessments around learning differences, strengths and needs for accommodations and career/skill/interest assessments. The Peralta Colleges have a memorandum of understanding (MOU) allowing for the sharing of student information with the Oakland Unified School District, which affords student review and appraisal of high school transcripts and placement of students based on performance and academic history instead of relying exclusively on placement tests at intake. This will also help with efforts to ensure that adult education is incorporated into county and multi-county asset maps that include an inventory of educational and partner services easily accessible by all.

NACAE looks to form a Community of Practice (CoP) with transition services from adult schools to community colleges with staff from adult schools conferring with outreach staff from each community college. The development of these services may involve support and facilitation from CALPRO.

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?

K-12 school districts will create MOU's to share student data utilizing Administrative Software Applications (ASAP) as its common software program for use in student enrollment and demographic registration, student attendance, and student performance/transcripts. NACAE Consortium K-12 districts currently use ASAP, but are running different iterations of the software. Consortium funding will allow all Adult Schools to operate on the same platform, thus facilitating shared data. Adult School students will have the option to sign release forms to share student information if they find themselves taking classes at multiple locations. Ideally, NACAE will also be able to use ASAP to ask students about any affiliations and/or utilization of community-based organization (CBO) services at intake, thus providing important regional data on patterns of access to support services.

The Community Colleges will continue to report to the California Community College Chancellor's Office (CCCCO) Management Information System (MIS)/DataMart.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
CTE On-Ramp – Machine Tech	2015	BAS/Laney	Apprenticeship	survey/# served
CTE On-Ramp – ICT	2015	BAS/Los Medanos	Student Transfers	survey/# referred
AWD Alignment	2015	BAS/CBO's/Peralta	New courses	survey
SB172 Diploma Mandate	2015	PUSD/NACAE K-12	HS Diplomas	# diplomas issued
Independent Study Diploma	Ongoing	PUAD/NACAE K-12	New Curriculum	actual curriculum
Coordinated Counseling	Ongoing	PCCD	Increased enrollment	# student contacts
CTE On-Ramp – Media/Office	2015	BAS/Laney/Bcc	Articulation	survey/# served
ESL/Transitional Counseling	2015	AUSD	Increased enrollment	increased #'s

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).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Levelled ESL classes	2015	OUSD/PCCDD	15 new courses	enrollment/staffing
Literacy Level ESL	2015	BAS	5 classes	enrollment
High Intermediate ESL	2015	BAS	10 classes	enrollment
Beginning Literacy	2015	AUSD	New classes	# new classes
Literacy/Test Prep: Eng/Sci/SS	2015	AUSD	Increased services	# students served

4.3 Objective #5: <u>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.</u> 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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Bridge: Contextualized ESL/ABE	2015	OUSD	13 new courses	# new courses
Curriculum Design Teams	2015	NACAE	Joint programming	survey
Bridge: ECD, Allied Health	2015	Merritt/AUSD	New courses	# new courses
Bridge: ESOL/Accounting	2015	Laney/BAS/OUSD	New courses + Lab	enrollment + lab
Bridge: ATLAS/ADAM	2015	COA/AUSD	New courses	# new courses
Bridge: Entrepreneurship	2015	COA/AUSE	New courses	# new courses
Design: ASL,CIS,MMART,LRNE	2015	BCC/K-12	Applications/support	survey
Genomics	2015	Merritt/AUSE	Program support	survey/ # students

4.4 Objective #6: <u>Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student</u>

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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Special Ed Professional Dev.	2015	BAS/NACAE	Help learning disabled	formal evaluation
Working Group Assistance	Ongoing	NACAE	Program Integration	staff survey
Professional Development	2015	AUSD	Hourly staff PD	attendance
PD – Common Core	2015	AUSD	Training/Conferences	attendance
CTE Professional Development	2015	OUSD/PCCD	Counseling	survey
PD - Course Websites	2015	AUSD	Increase Enrollment	enrollment

4.5 Objective #7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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:

    o WIBs

    o Chamber of Commerce

    o County Libraries

    o County Office of Education

    o Industry Employer Groups

    o Literacy Coalitions

    o Economic Development Regions

    o County Social Services - CalWorks

    o Employment Development Department (EDD)

- Examples of activities include:

    o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need

    o Expanding utilization of existing regional resources for Adult Education students

    o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

The NACAE Consortium is proposing to set aside 5% of its AEBG funds for community partners. Its intention is to invite community based organizations, Workforce Development Boards, and others to participate in:

- Pathway design teams
- ESL design teams
- Systems design teams
- Regular community meetings where the focus is aligning delivery of services

Our first meeting of the year is scheduled for November 18, 2015. At that time, we will engage our community partners and invite them to align with the strategies we have outlined in our Annual Plan and Three-Year Work Plan. At this point, we have no specific activities delineated.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
TBD						

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for 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 Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

Section 5 Workbook Included in the Full Budget Report

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas 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. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type (Adult Schools + Community Colleges)	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills	2177 + 4730	8300	
English as a second language	3499 + 2990	7800	(OUSD 70% target)
Pre-apprenticeship training	0 + 100	120	*to be revised
Careers and Technical Education	764 + 181	1150	
Adults training to support child school success	TBD	>20%	*TBD
Older Adults in the workforce	TBD	>20%	*TBD
Adults with Disabilities	236 + 1431	2000	
Total	16,108	19,370	

6.2 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, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.	K-12 = 70%	n/a for Peralta
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.	n/a	Peralta success rate at 67.82% - all credit
% Completion of HSD or Equivalent, for those who had this goal during the current program year	K-12 = 20%	n/a for Peralta
% Transition from K-12 adult to post-secondary.	K-12 =10%	no baseline data
% Transition from non-credit to credit in post-secondary.		no baseline data

% Attain Pell Grant eligibility (including Ability to Benefit eligibility)	>20%	PCCD data online
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		1965/29,000 PCCD in 2013
% Placed in jobs, for those who had this goal during the current program year.	majority	
% With increased wages, for those who had this goal during the current program year.	untracked	untracked

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)

For the 2015-16 fiscal year, NACAE has identified near-term scale up of services in all of the AB86 identified program areas. For K-12 school districts and community college programs, the goal is to achieve a 20% increase in the number of students served utilizing available funding to expand programs. The clearest and most direct measurement to evaluate the effectiveness of this objective is to determine the number of adults currently served and compare these totals to the number of students served by the end of the grant period.

For new program development objectives, measurable outcomes include the number of new articulation agreements created and signed among Consortium members (including community-based organizations), the number of new CDCP (Career Development & College Preparation) sequences created, and the number of students to be served as a result of these new programs.

In the area of systems development, measurable outcomes include the Consortium's ability to hire an Executive Director, formulate a JPA (or other formal/legal entity), align assessment, placement and education planning systems, entering data sharing agreements, developing a joint facilities plan, and successful hiring of staff as planned.

In addition to these approaches and measures, NACAE will engage in a process of self-assessment, in addition to conducting student surveys, faculty surveys, and a summary administrative report outlining the results of programming efforts, internal/external assessments, and survey results.

Section 7: Consortium Member Signature Block

Name: Randall Booker

Consortia Member: Piedmont USD

Email: RBooker @ piedmont. K12 .ca. us

Date: 10/23/15

Signature Box:

Name: Sean McPhetridge

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Date: October 23, 2015

Signature Box: *[signature]*

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Date: 10/23/15

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Name: NORMA AMBRIZ GALAVIZ

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Date: 10-23-15

Signature Box:

Name: Bernard McCune

Consortia Member: Oakland USD

Email: bernard.mccune@ousd.org

Date: 10-23-15

Signature Box:

Name: Deborah Budd

Consortia Member: Berkeley City College

Email: dbudd@peralta.edu

Date:

10-23-15

AEBG

AB104 Block Grant Consortium Member Allocations Form

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 here on the*

Consortium Name | Peralta / Piedmont |

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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)	$4,196,282	$2,612,493	$1,222,783	$492,205	$1,041,203	$0	$360,000	$2,949,337	$0	$12,874,303
3.1b - English as a second language	$552,000	$0	$100,217	$0	$8,000	$0	$0	$1,327,004	$0	$1,987,221
3.1c - Adults in the workforce (including older adults)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3.1d - Adults training to support child school success	$118,000	$0	$0	$0	$2,214	$0	$0	$0	$0	$120,214
3.1e - Adults with Disabilities	$0	$0	$0	$0	$0	$0	$0	$108,465	$0	$108,465
3.1f - Careers and Technical Education	$55,584	$0	$0	$0	$0	$0	$0	$41,774	$0	$97,358
3.1g - Pre-apprenticeship Training	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$4,921,866	$2,612,493	$1,323,000	$492,205	$1,051,417	$0	$360,000	$4,426,580	$0	$15,187,561

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)	$7,534,359	$74,169	1%	$0	0%
3.2b - Consortium Allocation	$0	$0	1%	$0	0%
Total	$7,534,359	$74,169	1%	$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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3 Seamless Transition	$6,101,775	$0	$1,100,691	$492,205	$1,032,203	$0	$360,000	$2,949,337	$0	$12,036,211
5.1b - Obj. 4 Gaps in Services	$1,422,584	$0	$331,790	$0	$19,214	$0	$0	$1,327,004	$0	$3,100,592
5.1c - Obj. 5 Accelerated Learning	$0	$0	$0	$0	$0	$0	$0	$108,465	$0	$108,465
5.1d - Obj. 6 Professional Development	$10,000	$0	$0	$0	$0	$0	$0	$41,774	$0	$51,774
5.1e - Obj. 7 Leveraging Structures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$7,534,359	$0	$1,432,481	$492,205	$1,051,417	$0	$360,000	$4,426,580	$0	$15,297,042

*19 & older
*K-12COE Only

AEBG — AB104 Block Grant Consortium Member Allocations Form

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: *Peralta / Piedmont*

Member Name: *Alameda USD*

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)	$91,200		$68,900							$160,103
3.1b - English as a second language	$398,800		$179,544		$8,903					$578,344
3.1c - Adults in the workforce (including older adults)										$0
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education										$0
3.1g - Pre-apprenticeship Training										$0
Total	$490,000	$0	$249,544	$0	$8,903	$0	$0	$0	$0	$738,447

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)	$480,000	$19,000	4%	$0	0%
3.2b - Consortium Allocation	$18,000	$18,000	4%		0%
Total	$480,000	$19,000	4%	$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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services	$498,000				$9,903					$476,903
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development	$12,000		$249,544							$261,544
5.1e - Obj. 7: Leveraging structures										$0
Total	$480,000	$0	$249,544	$0	$8,903	$0	$0	$0	$0	$738,447

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

AEBG — AB104 Block Grant Consortium Member Allocations Form

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: Peralta / Piedmont

Member Name:

Albany USD

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 - Adults in the workforce (including older adults)										$0
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education										$0
3.1g - Pre-apprenticeship Training										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

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				
3.2b - Consortium Allocation	$0				
Total	$0				

5.1 Allocations by Objective and Fund 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

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

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AEBG

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: *Peralta / Piedmont*

Member Name: *Berkeley USD*

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

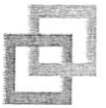|	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)	$2,723,819		$852,870		$64,157					$3,640,846
3.1b - English as a second language										$0
3.1c - Adults in the workforce (including older adults)										$0
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education										$0
3.1g - Pre-apprenticeship Training										$0
Total	$2,723,819	$0	$852,870	$0	$64,157	$0	$0	$0	$0	$3,640,846

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member		Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
	$ Amt		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$2,723,819			0%		0%
3.2b - Consortium Allocation				0%		0%
Total	$2,723,819		$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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3. Seamless Transition	$2,723,819		$808,095	$24,308	$92,197					$3,648,499
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	$2,723,819	$0	$808,095	$24,308	$92,197	$0	$0	$0	$0	$3,648,499

*19 & older
*K-12/COE Only

AEBG — AB104 Block Grant Consortium Member Allocations Form

Consortium: | Peralta / Piedmont

Member Name: | Emery USD

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 - Adults in the workforce (including older adults)										$0
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education										$0
3.1g - Pre-apprenticeship Training										$0
Total	$0		$0	$0	$0	$0	$0	$0	$0	$0

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (5.5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$0				
3.2b - Consortium Allocation	$0				
Total	$0				

5.1 Allocations by Objective and Fund 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

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

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AEBG   AB104 Block Grant Consortium Member Allocations Form

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: *Peralta / Piedmont*

Member Name: *Oakland USD*

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	CED Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)	$707,000		$9,000							$838,092
3.1b - English as a second language	$552,000		$109,217		$9,000					$660,217
3.1c - Adults in the workforce (including older adults)					$8,000					$0
3.1d - Adults training to support child school success	$118,000				$2,214					$120,214
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education	$55,584									$55,584
3.1g - Pre-apprenticeship Training										$0
Total	$1,432,584	$0	$222,309	$0	$19,214	$0	$0	$0	$0	$1,674,107

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)	$1,432,584	$71,169	5%	$0	0%
3.2b - Consortium Allocation	$74,169	$71,169	5%	$0	0%
Total	$1,432,584	$74,169	5%	$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*	CCPT	CED Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3. Seamless Transition										$0
5.1b - Obj. 4 Gaps in Services	$1,432,584		$331,790		$19,214					$1,773,588
5.1c - Obj. 5 Accelerated Learning										$0
5.1d - Obj. 6 Professional Development	$10,000									$10,000
5.1e - Obj 7 Leveraging structures										$0
Total	$1,432,584	$0	$331,790	$0	$19,214	$0	$0	$0	$0	$1,783,588

*19 & older
*K-12/COE Only

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AEBG AB104 Block Grant Consortium Member Allocations Form

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:	Peralta / Piedmont
Member Name	Peralta Colleges

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*	CCPI	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)				$492,205	$959,143		$360,000	$2,949,312		$4,760,695
3.1b - English as a second language								$1,327,004		$1,327,004
3.1c - Adults in the workforce (including older adults)										$0
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities								$108,465		$108,465
3.1f - Careers and Technical Education								$41,774		$41,774
3.1g - Pre-apprenticeship Training										$0
Total	$0	$0	$0	$492,205	$959,143	$0	$360,000	$4,426,580	$0	$6,237,928

3.2 Consortium Allocations by Member (Estimated)

Total Allocations to Member	Indirect Fees (MOE Only)			Administration (< 5% of total Consortium AEBG funds)
	$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)				
3.2b - Consortium Allocation				
Total	$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*	CCPI	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3 Seamless Transition				$492,205	$959,143		$360,000	$2,949,312		$4,760,695
5.1b - Obj. 4 Gaps in Services								$1,327,004		$1,327,004
5.1c - Obj. 5 Accelerated Learning								$108,465		$108,465
5.1d - Obj. 6 Professional Development								$41,774		$41,774
5.1e - Obj. 7 Leveraging structures										$0
Total	$0	$0	$0	$492,205	$959,143	$0	$360,000	$4,426,580	$0	$6,237,928

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

AEBG — AB104 Block Grant Consortium Member Allocations Form

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: *Peralta / Piedmont*

Member Name: *Piedmont USD*

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)	$245,463		$0	$0	$0	$0	$0	$0	$0	$245,463
3.1b - English as a second language										$0
3.1c - Adults in the workforce (including older adults)	$40,000									$40,000
3.1d - Adults training to support child school success										$0
3.1e - Adults with Disabilities										$0
3.1f - Careers and Technical Education										$0
3.1g - Pre-apprenticeship Training										$0
Total	$285,463		$0	$0	$0	$0	$0	$0	$0	$285,463

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)	$285,463	$0	0%	$0	0%
3.2b - Consortium Allocation	$0	$0	0%	$0	0%
Total	$285,463	$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*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3 Seamless Transition										$0
5.1b - Obj. 4 Gaps in Services	$285,463									$285,463
5.1c - Obj. 5 Accelerated Learning										$0
5.1d - Obj. 6 Professional Development										$0
5.1e - Obj. 7 Leveraging structures										$0
Total	$285,463		$0	$0	$0	$0	$0	$0	$0	$285,463

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

NORTHERN ALAMEDA CONSORTIUM FOR ADULT EDUCATION
Organizational Structure

Fiscal Agent
- Responsible for all budget reports and management of grant funds
- Not a fiscal decision-maker

Members' Cabinet
- Includes members from Peralta Community College District (PCCD) and K-12 School Districts (SD) only: 6 representatives from PCCD; 1 each from the SDs.
- Final decision-making by CONSENSUS (6 PCCD; 6 SD).
- PCCD Chancellor and SD Supts determine the decision makers(s) for their oreanization.

Members' Workgroup
- Not final decision-makers. Meets once per month. Responsible for overall planning, plan development and writing, and managing the consultants. Drives and coordinates the work of Program Areas
- 12 members total (6 from PCCD; 6 from SD's).
- Comprised of two co-chairs (one from PCCD as well as the Project Coordinator) and the Program Area co-chairs.
- District representatives on this Workgroup cannot be the same as those on the Members' Cabinet.

Consultants/Advisors
Consultants review needs assessments, research existing programs, advise on the plan development process, and provide best practices from other regions and facilitate broad-based participation of Consortia members and other community stakeholders.

Project Coordinator
The Project Coordinator will coordinate the planning process: provide staff support to the Members' Cabinet, Workgroup, and Program Groups; work with the fiscal agent, partners and PDA; and ensure clear and comprehensive communication across the Consortium throughout the process.

Program Groups
- Each Group meets 1x per month;
- 2 Co-Chairs per group (1CCD/1 SD) –selected by Members' Cabinet from PCCD faculty and SD teacher/leaders; Faculty receive stipends for participation.
- Students, partners, and other stakeholders in the regional Adult Education system will be invited to join and participate in these Program Groups.

Elem/Sec.Basic Skills/ABE/HS Diploma/GED	ESL Citizenship	DSPS/Adults with Disabilities	Career Technical Education	Programs for Apprentices	Adult Workforce Reentry	Elementary Secondary Assistance