

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 2:55 AM UTC Action Taskman

19 Glendale Community College District Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Glendale Community College District Regional Consortium was branded in Program Year (PY) 2016-2017, as Glendale Local Education and Resource Network Services (GlendaleLEARNS). GlendaleLEARNS entered PY 2017-2018 focused on expanding access to adult education and driving innovation throughout its programs and services. These efforts are in alignment with its vision of: All adult learners will have access to education through collaboration, shared resources, career pathways, seamless services and innovative programs, to meaningful employment or higher education. GlendaleLEARNS established goals for PY 2017-2018 to achieve its vision including: expand access to ESL courses throughout the community, expand programs available to adults with disabilities (AWD), continue co-enrollment with WIOA and other partners, implement job development for adult education students, and continue professional development to drive innovation in programs. The Consortium established five Committees to address established goals and strategies. The Committees developed Action Plans based on its Annual and Three-Year Plans and continue to revise and implement them throughout each PY. The Committees completed 86% of their Action Plans established for PY 2017-2018 Annual Plan. Actions completed included integrating partnerships to expand services to students with multiple barriers and offering a job development service for those students wanting to focus on employment. ESL courses were expanded and are now offered throughout the community in partnership with the Verdugo Workforce Development Board (VWDB), Verdugo Jobs Center (VJC), International Rescue Committee (IRC) and Glendale Library Arts and Culture (Library). One of the most notable accomplishments was the use of Human Centered Design to develop a co-enrollment process and implemented the process with a universal application that allows students to enroll with multiple partners and funding sources to meet their educational and employment needs. Based on successes achieved in PY 2017-2018 and identified needs in the region, GlendaleLEARNS is committed to continue expanding services to students with multiple barriers including: English Language Learner students, students needing Adult Basic Education (ABE) or Adult Secondary Education (ASE), and AWDs. GlendaleLEARNS will continue working with its partners to continue its innovative co-enrollment of students in WIOA and non-WIOA funding sources.

Regional Planning Overview

GlendaleLEARNS will use the tools provided on the California Adult Education (CAE) website, including the Process Map. These tools were not used to develop the initial Three-Year Plan; however, the overall process is similar. Establish Planning Mindset: This step began with the Annual Plan preparation with the review of GlendaleLEARNS Mission, Vision, Values and an assessment of current accomplishments and gaps. Small group exercises were used to conduct the assessment, review Action Plans, and gather input from the members and partners. These exercises served as an introduction to the three-year planning process. Each monthly meeting will include a planning exercise to continue gathering input and moving through the process map. Understand Where You Are: Similar to the initial Three-Year Plan, an environmental scan will be conducted including local demographics, economic environment, labor market information, and the business climate. Information will be used to conduct a SWOT analysis. Results will be fed into the development of strategies and tactics. Immersion in the Problem: GlendaleLEARNS will be working with its VWDB partner as well as the Los Angeles Basin Regional Planning Unit (LABRPU) to integrate planning efforts. The VWDB and LABRPU are now working on the modification of the Local and Regional Workforce Development Plans, as required by the Workforce Innovation and Opportunity Act (WIOA) and the California Workforce Development Board. The VWDB and LABRPU will hold multiple townhall meetings to gather input from key stakeholders including partners, business representatives, elected officials, and customers/students. GlendaleLEARNS will capitalize on these townhall meetings to gather stakeholder input for the AEBG Three-Year Plan due in June 2019. The GlendaleLEARNS Coordinator is also VWDB staff and will be responsible for writing the Local Plan modification as well as the Three-Year Plan. Therefore, the Coordinator will ensure that any information that is needed for the Three-Year Plan is included in the agenda and focus group exercises. Strategies and Tactics: Data and information gathered from the environmental scan, SWOT and

the townhall meetings will be used to develop the strategies and tactics for the Plan. This information will then be used to revise Action Plans that are cascaded to the five Committees that implement the Plan throughout the year.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

GlendaleLEARNs has expanded accessibility to ESL throughout the community; however, the needs for this service remains. The City of Glendale has a concentrated population of immigrants, refugees and asylees, creating the demand for continued ESL courses available in convenient locations.

How do you know? What resources did you use to identify these gaps?

Multiple resources were used to identify the gaps in service and regional needs. Census data provided in the Regional Fact Sheet for Glendale Community College District Regional Consortium (AEBG website), data available in the Verdugo Workforce Development Board's Local Plan and its Labor Market Information report based on the Employment Development Department's (EDD) Labor Market Information Division. For example, the Regional Fact Sheet shows that 20% of the City of Glendale's residents are limited English speaking, yet GCC has only addressed 20% of the need. While the Regional Data Sheet represents data from 2015 and GCC has increased enrollments in ESL since that time, the gap remains. According to data from the VWDB's Local Plan (based on 2016 data), 31% of the City's population over the age of 18, stated that they spoke English "less than very well" further supporting the need for ESL.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number enrolled in ESL, number of ESL that complete their programs; and number who enter employment or higher education and/or increased civic engagement. Measures will be monitored through quarterly participant reports submitted to the state.

Regional Need #2

Gaps in Service / Regional Needs

GlendaleLEARNs has also expanded accessibility to adults with disabilities (AWD) and this need also remains. While enrollment of students with disabilities has increased, the need for bridge programs and career.

How do you know? What resources did you use to identify these gaps?

The same resources for data and information were used to identify the gap in services for AWD. The Regional Fact Sheet shows that GlendaleLEARNs met 0% of needs in PY 15-16 for AWD. Enrollments for the Uniquely Abled Academy at Glendale Community College (UAA@GCC) and College and Career Pathways (C&C Pathways) will show progress beginning in PY 16-17. The UAA@GCC held its third Cohort generating a total of 32 enrollments. C&C Pathways held its second pilot beginning in June 2018 with 16 students enrolled in each of the two courses. IT/Cybersecurity Pathway, a partnership with VJC and CTE, also created additional enrollments. According to data provided by VWDB, the Glendale population that is 16 years of age and over (working age) total 164,487. Of this total, 26,168 are AWD, demonstrating the potential student base in Glendale (US Census, 2015) and the gap that remains in meeting this regional need. Feedback from our instructors and partners who case manage our AWD students, identified the ABE skill gaps. While tutors were provided to address the immediate gaps, the case managers and the students' parents were also involved in assisting the students with homework assignments in order to ensure they did not fall behind. The need for bridge programs was identified as a result of these experiences.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number of AWD enrolled, number enrolled in ABE or bridge programs, number of AWD that complete their programs; and number who enter employment or higher education. Measures will be monitored through quarterly participant reports

submitted to the state. Progress will also be tracked through weekly reports generated for students enrolled in career pathways such as UAA@GCC and IT/Cybersecurity.

Gaps In Service

New Strategies

Strategy #1

Continue offering ESL courses throughout the community to increase accessibility. Courses will be offered in partnership with VJC, International Rescue Committee (IRC) and Glendale Library Arts & Culture. ESL students will continue to be co-enrolled with WIOA Title I, if eligible. All students will be co-enrolled in CalJOBS and TOPSpro for tracking of outcomes, including job placement.

Strategy #2

Continue offering career pathways for AWD including UAA@GCC. Students will also continue to be co-enrolled with partners DOR (WIOA Title IV), VJC (WIOA Title I), Lanterman Regional Center, CTE, DSPS, and AEBG.

Strategy #3

Continue to expand career pathway opportunities for AWD including a second cohort in IT/Cybersecurity and other pathways to meet the labor demand of employers in growth industries and occupations as identified in VWDB's Local Plan or Labor Market Information Reports.

Strategy #4

Implement contextual ABE bridge programs that prepares students for pathways. Bridge programs will focus on advanced manufacturing math skills to prepare students for demand occupations in related career pathways.

Seamless Transitions

New Strategies

Strategy #1

Continue to work with partners and members (VJC, Glendale Youth Alliance, Glendale Unified School District) to transition disconnected young adults and adult high school dropouts into postsecondary education.

Strategy #2

Continue developing and implementing career pathways with partners to address the needs of students with multiple barriers as well as address the workforce needs of current and future employers. Continue to partner with DOR, VJC, CalWORKs, and Glendale Youth Alliance (GYA) to include career exploration, work experience, on-the-job training as transition work-based earn and learn opportunities to effectively move career pathway graduates into employment.

Student Acceleration

New Strategies

Strategy #1

Strategy to accelerate student progress includes the following: Integrate the bridge program in the career pathway for a seamless transition of students to career education and subsequent job placement.

Professional Development

New Strategies

Strategy #1

GlendaleLEARNNS will continue to partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas.

Strategy #2

Continue to schedule partner presentations on services available, eligibility factors for those services, and process for student referrals to those services.

Strategy #3

Continue to schedule trainings during monthly meetings for convenience of partners and staff. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly AEBG meetings are an opportunity to offer short trainings in specific topics.

Leveraging Resources

New Strategies

Strategy #1

Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies. This strategy includes an integrated approach to local workforce development planning and AEBG annual and three-year planning.

Strategy #2

Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources. Strategy will include continuing to refine the universal application packet and co-enrollment process.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

All allocations as detailed in our CFAD and Member Plans, and approved by the GlendaleLEARNNS Board of Directors, are consistent with the annual adult education plan which is based on our Three-Year Plan. This ensures that all expenditures are in compliance with AB104 and directly benefit or support student learning and goal achievement. Staff salaries are focused on instructors delivering instruction and/or coordination and support of program development, partner coordination and delivery of services to students. Similarly, other expenses include the tracking and reporting of AEBG services, other services to

students including job development and job placement assistance, and materials and supplies for program operation and delivery of instruction.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Using the FIFO method for expenditures, we expect any carryover funds to be expended in accordance with established guidelines and deadlines (i.e. 60% expenditure of carryover and new funds by Q4). Continued implementation of the GlendaleLEARNs Annual Plan and Three-Year Plan, ensures that all expenditure goals will be met in PY 2018-2019.

Certification

Glendale CCD, Member Representative

Alfred Ramirez
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Approved

2018-08-15

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Approved

2018-08-16

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Approved

2018-08-14



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