

# 19 Glendale Community College District Regional Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Glendale Community College District Regional Consortium was rebranded in 2016 as Glendale Local Area Education Network Services (GlendaleLEARNs) and serves the residents of the City of Glendale. GlendaleLEARNs members and partners implement adult education programs as allowed under AB 104, throughout the community integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement, in accordance with its mission to “provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities.” As required in AB 104, GlendaleLEARNs completes an Annual Plan each year, and a Three-Year Plan every three years. All members and partners participate in a comprehensive strategic planning process to develop the Three-Year Plan, and an adjusted process for each Annual Plan. The strategic planning process includes extensive pre-planning assessments consisting of an environmental scan to evaluate current demographics, labor force data and economic environment. A community needs assessment as well as a self-assessment were also conducted for the recent Three-Year Plan to gather as much information as possible for development of the goals and strategies that accurately meet the targeted needs of students. Using results from the assessments conducted, GlendaleLEARNs established four goals for its Three-Year Plan: 1) Develop Career Pathways for Priority Populations; 2) Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment; 3) Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development; 4) Capitalize on opportunities to leverage resources with GlendaleLEARNs partners. Logic Models were developed to delineate the strategies as well as performance measures that will be used to track progress and achievement of goals. This comprehensive information was also used to define the strategies and tasks that will be addressed in the Annual Plan. The Logic Model delineates the short-term goals and strategies that comprise the focus for the Annual Plan. Annual allocations, budgets and work plans are derived from the Three-Year Plan, and specifically, from the short-term plans to ensure alignment and support of the GlendaleLEARNs vision: Through collaboration, shared resources, career pathways, seamless services and innovation programs, all adult learners will have access to education leading to meaningful and gainful employment or civic engagement. Key accomplishments in Program Year 2018-2019 include the full implementation of a strategic co-enrollment system for students with disabilities and English Language Learners (ELL). The strategic co-enrollment system allows students to be enrolled in multiple funding sources such as Workforce Innovation & Opportunity Act (WIOA), to ensure all student needs are addressed for successful attainment of career goals, while leveraging resources. The co-enrollment system is recognized throughout the state as a best practice and featured in workforce development and education conferences.

### Regional Planning Overview

GlendaleLEARNs members and partners created a logic model for each goal and its related strategies. The logic models delineate activities, outputs, and outcomes which can serve as the roadmap or action plan to accomplish the strategies and meet the overall goals. Specific strategies and activities will be assigned through the five committees established to implement the Three-Year and Annual Plans: 1) English as a Second Language, 2) Career Pathways, 3) Programs for Adults with Disabilities, 4) Marketing and Communications, and 5) Professional Development. The logic models will be reviewed during the monthly GlendaleLEARNs meeting to track progress and accomplishments.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

The Consortium is home to 15,976 individuals of working age (18-64 years) with disabilities and the majority of these individuals (10,778) residing in Glendale. Of this total, 771 are veterans with service-connected disabilities. While 4,714

individuals with disabilities are in the labor force, 11,262 are not. Although there could be many reasons why 70% of working age individuals with disabilities are not in the labor force, GlendaleLEARNs has learned that many are not because they do not believe there are employment opportunities for them and are not familiar with services available to train and assist them. Further, individuals with cognitive disabilities in Glendale have a 52.4% unemployment rate while the rest of the city, state and nation have less than 5% unemployment rate. While GlendaleLEARNs has focused on expanding services to adults with disabilities, data show that the need remains for addressing the unemployment rate of this population, in particular those with cognitive disabilities. Expanding services, including career pathways, remains a priority for GlendaleLEARNs.

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

The strategic planning process to develop the recent Three-Year Plan began with an environmental scan to understand the local community, labor market and economic environment. Data sets included demographics and economic such as population, median income, educational attainment, poverty levels, and language usage as reported by US Census Bureau. Labor market information includes industry and occupation employment, unemployment rates, and labor force data available through Employment Development Department Labor Market Information Division. The environmental scan results were used by the partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested.

#### **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 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. Student Success Teams are established for each career pathway that allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

### **Regional Need #2**

#### **Gaps in Service / Regional Needs**

The City of Glendale's current population is 203,054 with 107,254 of these foreign born. A total of 65,056 of the foreign-born residents report speaking English "less than very well" indicating the continued need for ESL throughout the region. Further, 128,793 of these residents are living at or below the poverty level. To address this gap, GlendaleLEARNs will continue to expand ESL offerings throughout the region. Further, GlendaleLEARNs identified the need to develop career pathways that address the specific needs of English Language Learners (ELL) and infuse contextual ESL within the curricula to expedite skill acquisition and transition to gainful employment.

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

Using these data from the environmental scan, GlendaleLEARNs partnered with VWDB to conduct its community needs assessment. The assessment began with community forums held to access input from partners, students, business and key stakeholders. The environmental scan results were used as the foundation for discussion of needs and gaps with the forum participants. Through facilitated questions posed to the group, the participants identified the needs and career pathway solution to assist the ELL in transitioning to competitive employment that will assist in lifting them out of poverty.

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

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. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway that allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

### **Regional Need #3**

#### **Gaps in Service / Regional Needs**

The current poverty rate for Glendale is 15.6%, and the total number of residents living below the poverty level is 31,676; however, only 6,146 are receiving CalFresh, representing 8.4% of the poverty population. These data indicate that 25,530 residents living below poverty level are not receiving CalFresh assistance, even though they may be eligible. A greater focus on addressing the needs of low income individuals was identified by GlendaleLEARNs partners. Forum participants identified the need for career pathways that incorporate ABE and ASE to address educational gaps through bridge programs or infused in

career pathways. Earn and learn opportunities including paid work experience should also be incorporated into career pathways so that students can afford to enter comprehensive training that will address multiple barriers.

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

The environmental scan provided the demographic data for the region which identified specific needs of Glendale residents. These data were used as the basis for discussion during the stakeholder forums which also provided further information on barriers and needs of the community and its residents. Discussions were also centered on potential solutions to address the identified barriers and how the adult ed and workforce development system could be used to implement solutions.

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

Specific measures will be monitored including: number enrolled in ABE/ASE, number of ABE/ASE that complete their programs with measurable skills gains; number who enter and complete career pathways; number who participate in work experience; number who enter employment and wage at placement. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway that allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

## Gaps In Service

### New Strategies

**Strategy #1**

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.

**Strategy #2**

Continue to partner with Department of Rehabilitation (DOR), Verdugo Jobs Center (VJC) as the local America's Jobs Center of California (AJCC), 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.

## Seamless Transitions

### New Strategies

**Strategy #1**

Increase public awareness of adult education opportunities as well as all services available through GlendaleLEARNs and partners. Include participant interviews and testimonials to share success stories that inspire others to pursue their dream careers.

**Strategy #2**

Establish process for sharing career plans across agencies when co-enrolling participants.

**Strategy #3**

Support the Verdugo Workforce Development Board's efforts to allow access to CalJOBS by partner co-enrolling students/participants.

## Student Acceleration

### New Strategies

#### Strategy #1

Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment.

#### Strategy #2

Continue College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations.

#### Strategy #3

Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.

## Professional Development

### New Strategies

#### Strategy #1

Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly Adult Education Program (AEP) meetings are an opportunity to offer short trainings in specific topics.

#### Strategy #2

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 #3

Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty.

#### Strategy #4

Implement an orientation to GlendaleLEARNS and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

## Leveraging Resources

### New Strategies

#### Strategy #1

Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies.

#### Strategy #2

Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNS annual and three-year planning.

#### Strategy #3

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 CAEP 3-year plan.**

The Annual Plan is derived from the Three-Year Plan for GlendaleLEARNs and approved by the Board of Directors. Allocations are in alignment with the goals and strategies outlined in the plan and are also delineated accordingly in the CFAD and Member Plans which are also reviewed and approved by the Board of Directors. 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 CAEP 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 2019-20.**

Carry over funds are expected due to invoices submitted after June 30, 2019, for services provided up to that date. Invoices will be processed in July and August 2019 and expenditures will be recorded at the time of payments issued. Using the FIFO method for expenditures, we expect any carryover funds to be expended in rendering payment for these invoices. Funds for Program Year 2019-2020 will be used to pay invoices for services and other encumbrances incurred in that year. Continued implementation of the GlendaleLEARNs Annual Plan and Three-Year Plan, ensures that all expenditure goals will be met in PY 2018-2019 and 2019-2020.

## Certification

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2019-08-13

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2019-08-13

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