

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 10:30 PM UTC Judith Velasco

# 19 Glendale Community College District Regional Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Representing the Glendale Community College District Regional Consortium, the Glendale Local Area Education Network Services (GlendaleLEARNS) is comprised of members and partners that implement adult education in the seven program areas as allowed by the California Adult Education Program (CAEP). Partners, including Glendale Community College (GCC), implement programs and services 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.” GlendaleLEARNS is organized with three Board members that are publicly appointed by their respective elected Boards or Council: GCC, Verdugo Workforce Development Board (VWDB) and Glendale Unified School District (GUSD). GUSD is a non-funded member; however, remains integral as a voting member. The VWDB also contributes to decision making and, under contract with GCC, coordinates GlendaleLEARNS partnerships including its 11 MOU partners, provides administrative support including planning and reporting, facilitates activities, student co-enrollments with partners, and other special programs. GCC is the administrative entity for the Consortium. 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 an environmental scan to evaluate current demographics, labor force data and economic environment. This environmental scan is enhanced with performance data available through Launchboard as well as student demographic data to better understand needs and barriers. Using results from the environmental scan, 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. The Logic Model also delineates the short-term goals and strategies that comprise the focus for the Annual Plans, with adjustments incorporated based on changes in the local environment. The short-term goals are the basis for the Annual Plan goals and objectives and the environmental scan provide the information that lead to the adjustments and new goals added to the Annual Plan. This allows GlendaleLEARNS to develop its Annual Plan based on environmental and other changes that impact our communities as well as our programs. On March 19, 2020 the Los Angeles County Board of Supervisors and Governor Gavin Newsom released an Executive Order to “Shelter in Place” as a result of the COVID-19 pandemic. In response, GlendaleLEARNS partners converted their programs to virtual services, including GCC which converted adult education courses to distance learning. The continued need for virtual programs was also examined and considered in the development of the 2021-2022 Annual Plan. Today, the Executive Order has been lifted and while the Los Angeles Basin appeared to be on the path to recovery, a recent spike in diagnosed COVID-19 cases has led to delays in reopening the GCC campus as well as partner facilities. While all partners have returned to work, most facilities remain closed to the public. 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 2020-2021 include the continued development and implementation of new career pathways. Our Medical Assistant program was launched last year and continued this year, while our Dental Assistant program was launched this year. GCC and GlendaleLEARNS will continue working together to launch new career pathways that offer career opportunities for our target populations. Also continuing in 2021-2022 is the application of the strategic co-enrollment system for English Language Learners (ELL). The Medical Assistant program infuses English as a Second Language (ESL) and students are co-enrolled with Workforce Innovation and Opportunity Act Title I (WIOA) for work-based learning.

### 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. The Annual Plan incorporates the short-term goals and strategies delineated in the Logic Model of the Three Year-Plan to ensure that the Annual Plan directly accomplishes the implementation of the longer-term plan. The Annual Plan goals are reviewed quarterly during the monthly GlendaleLEARNS meetings to track progress and accomplishments. The annual environmental scan allows GlendaleLEARNS to update goals and objectives through its annual planning process and ensure that changing needs and priorities are addressed.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Expand Programs for Adults with Disabilities

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

The strategic planning process to develop the Three-Year Plan and Annual Plan includes 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. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. The environmental scan results are used by the partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. Launchboard data showing the demographics of students and outcomes, are also used to understand the student population. Further, data to understand the impact of the COVID-19 pandemic on the local community were reviewed during the 21-22 Annual Planning process to identify additional needs of the community. Based on these results, the partners identified key gaps and needs for the region. The City of Glendale is home to 6,563 individuals of working age (18-64 years) with disabilities. Of this total, 2,532 are in the labor force; however, 4,031 are not. Although there could be many reasons why 61% 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 an 18.5% unemployment rate while those without cognitive disabilities is 10.9%. The overall unemployment rate for individuals with disabilities is 14.7%. It is important to note that these double digit unemployment rates are significantly lower than past years' rates. These current rates are reported for 2019 when the country and Glendale were experiencing economic prosperity. The COVID-19 pandemic began in 2020; therefore, the most current rates may be significantly higher due to the economic downturn as a result of the emergency event. 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. The pandemic greatly affected participation with many having difficulty participating virtually and concerns with safety kept them from entering work-based learning or employment. Expanding and customizing services to meet the needs of this target population, including career pathways, remains a priority for GlendaleLEARNS.

#### 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 Adults with Disabilities (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 in both, CAEP and WIOA. GlendaleLEARNS Coordinator receives CaJOBS reports

### Regional Need #2

#### Gaps in Service / Regional Needs

Contextualize ESL & integrate in Career Pathways to expedite transition to gainful employment for ELL

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

The City of Glendale's current population is 200,232 with 102,525 of these foreign born. A total of 65,066 of the foreign-born residents report speaking English "less than very well" indicating the continued need for ESL throughout the region. Further,

107,500 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 as the City begins its recovery post-pandemic. ESL students were also greatly affected by the pandemic and taking on the role of homeschooling for their children, limited their time available for attending ESL virtual courses. 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. Resources: US Census.

#### **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, which 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**

Create Career Pathways that lead to gainful employment that lift residents out of poverty

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

The current poverty rate for Glendale is 13.5%, and the total number of residents living below the poverty level is 36,911 and the total number of households living below the poverty level is 17,330; however, only 3,566 of these households are receiving CalFRESH which represents only 14% of those living under the poverty level even though they may be eligible for the assistance. Furthermore, the pandemic has created a new population of low income residents. The City of Glendale unemployment rate increased from 3.5% in December 2019 to 20.6% in May 2020 at its peak due to layoffs as a result of business closures. More than 65 businesses closed with only half reporting that they might recall the employees they laid off, according to VWDB. While current unemployment rates have since declined, they remain in double-digits for Glendale at 10.4% for the month of May 2021, significantly higher than the state unemployment rate of 7.5% and the national rate of 5.8%, and slightly higher than the Los Angeles County rate of 10.1%. Resources used for data: US Census and EDD Labor Market Information Division monthly labor Reports to VWDB.

#### **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.

### **Regional Need #4**

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

Continue Distance Learning, Virtual Services and Expand Digital Literacy

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

The "Shelter in Place" order as a result of the pandemic, required GlendaleLEARNS partners to convert their programs to virtual services, including GCC which converted adult education courses to distance learning. The greatest challenge in this conversion was that many students did not have the technology to participate in virtual courses or services provided by partners. With the absence of laptops and iPads, students tried to access courses on their phones, but found limitations in trying to access features such as chats. Another challenge was the lack of digital literacy accessing the virtual platforms as well as features. Instructors and staff spent significant time teaching digital literacy to students on the phone and through email so they could participate in courses and services. Digital literacy was a greater challenge for ELL than other participant/student groups. The prolonged and continued pandemic will require the continued use of distance learning and virtual services. Furthermore, offering distance learning as well as in-class instruction provides additional opportunities to increase participation for students, including working parents. Therefore, distance learning is expected to continue beyond the recovery of the pandemic, making digital literacy a core competency that will need to be addressed for students in order to ensure equity in access to education and services. Continued professional development in the virtual platforms and technology is also needed for staff and faculty to be able to use the platforms as well as assist students who have basic technological issues while accessing programs and services, that can easily be addressed. Because GlendaleLEARNS serves a predominantly multi-barriered population, the digital literacy gap was much more significant than initially anticipated. This digital literacy

gap is consistent with the study conducted by the National Skills Coalition (Applying a Racial Equity Lens to Digital Literacy), which found that more than half of workers of color needed digital skills.

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

Measures to determine if the digital literacy gap is being addressed will occur by monitoring the number of students that access technology through a library “checkout” system. GlendaleLEARNs will use its partners to offer additional resources including WIOA supportive services and track usage through the partners. GlendaleLEARNs will also monitor the number of enrollments in distance learning courses, including enrollments in digital literacy courses.

### **Regional Need #5**

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

Expand Access to Supportive Services through Partnerships

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

The impact of the pandemic changed the economic security for many, as voiced by GlendaleLEARNs students and participants. The need for assistance with basic living expenses and food security was voiced by many students and participants. Greatest needs were assistance with: childcare, books, technology, food and shelter. Parents are also looking for care and tutoring at home to assist students with virtual K-12 education. Moreover, counseling services are also needed to assist in navigating the benefits that are available and budgeting, including unemployment insurance and stimulus check. Moreover, the stress and concerns of the prolonged pandemic, sheltering in place and isolation, fear of infection and anxiety with vaccine safety have added to the students health and well-being. GCC has experienced an increase in the need and demand for counseling services.

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

GlendaleLEARNs will be able to monitor the number of students that access supportive services through GCC campus and may be able to access information from some GlendaleLEARNs partners. Supportive services are tracked for those served under WIOA and the data can be released to GlendaleLEARNs to provide an overall view of some students that access supportive services.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Developing Career Pathways for Special Populations: 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. Career pathways will focus on preparing underserved populations including low-income, ELL, and adults with disabilities to ensure equity in access and opportunities for economic equity through employment. GlendaleLEARNs will use the Medical Assistant program for ELL as a model for other career pathways. GlendaleLEARNs also hopes to resume in-classroom instruction as soon as it is safe to do so. The Verdugo CNC Machinist Academy for students with disabilities was postponed due to the pandemic and will be a priority for resumption as soon the campus can reopen.

#### **Strategy #2**

Co-enrollment with Partners for Work-Based Learning: Continue to partner with Department of Rehabilitation (DOR), VJC as the local America's Jobs Center of California (AJCC), CalWORKs, and Glendale Youth Alliance (GYA) for work-based learning opportunities. Work-based learning will continue to include career exploration, work experience/paid internships, and on-the-job training to effectively transition career pathway graduates into employment.

#### **Strategy #3**

Continue Offering Distance Learning Opportunities: GlendaleLEARNs will continue to offer courses in a distance learning platform as the campus remains closed and the pandemic continues to delay reopening. Distance learning also offers convenient access to education which can continue even when the campus reopens. Hybrid models can also be explored as the campus gradually opens and can also continue based on need of the students.

## Seamless Transitions

### New Strategies

#### Strategy #1

Marketing & Outreach: Marketing and outreach is an identified by the partners during the three-year planning process to increase public awareness of adult education opportunities as well as all services available through GlendaleLEARNS' partners. Efforts will include the development of a comprehensive strategy for outreach to include social media, marketing assets, and other tools for introducing the community to adult ed. Strategic outreach will focus on adult education as the source for educational and skills upgrading to return to work following the pandemic, regardless of whether it is with the previous employer or a new one.

#### Strategy #2

Sharing Career Plans: GlendaleLEARNS will continue sharing career plans across agencies when co-enrolling participants. Most partners, including GCC, develop service or career plans for their students/consumers. FERPA forms are on file for sharing information with partners and the sharing of career plans can facilitate co-enrollment, co-case management, and seamless delivery of instruction and services.

#### Strategy #3

Partner Access to Co-Enrolled Student Data and Information: GlendaleLEARNS will continue to support the VWDB's efforts to allow access to CalJOBS by partner co-enrolling students/participants. While this effort has been delayed with the refocus of EDD to unemployment insurance due to the pandemic, the VWDB will resume efforts to expand access to CalJOBS or any other platform that allows the access of partner information that will assist in meeting the needs of students.

## Student Acceleration

### New Strategies

#### Strategy #1

Continue ABE/ASE/ESL Bridge Programs: GlendaleLEARNS will continue to use its current bridge programs available through the Student Success Center, in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment. Efforts will include using technical math designed for engineering programs to prepare students entering the CNC Machinist Academy.

#### Strategy #2

Resume College and Career Pathways Course: GlendaleLEARNS will resume its College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations. After being postponed during pandemic, GlendaleLEARNS will assess student needs and interests to resume the program or revise as needed to meet student needs. GlendaleLEARNS will focus on converting this program to distance learning as an offering to students with disabilities.

#### Strategy #3

Integrate ABE/ASE/ESL in Career Pathways: GlendaleLEARNS will continue to integrate ABE/ASE/ESL in the career pathways for a seamless transition of students to career education and subsequent job placement. GlendaleLEARNS will use the model set forth by the Medical Assistance Academy which incorporates ESL, offering a unique opportunity for ELL.

#### Strategy #4

Explore and Assess Digital Options and Continue Offering Digital Literacy: GlendaleLEARNS will continue to assess student needs for digital options and distance learning and explore opportunities for expanding options. GlendaleLEARNS partners will continue to offer digital literacy to students to ensure they are able to access programs and services.

## Professional Development

### New Strategies

#### Strategy #1

Continue Partner Presentations: GlendaleLEARNS will continue to schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. The GlendaleLEARNS partner Memorandum of Understanding (MOU) has been revised to include commitment from partners to conduct presentations annually to keep all partners informed of available programs and services.

#### Strategy #2

Continue Accessing Labor Market Information and Presentations: GlendaleLEARNS 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. Continue to capitalize on VWDB's expertise in research and analysis to continue providing data-based environmental scan as the basis for developing Annual and Three-Year Plans. Presentations to partners will continue to be scheduled to keep partners informed of changes in the local economic landscape.

#### Strategy #3

Continue Enhancing Communication Across Partners: GlendaleLEARNS will establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty to facilitate co-enrollment and co-case management. Continue to use monthly meetings and partner presentations to promote communication across all partners.

#### Strategy #4

Develop a CAEP Orientation for GlendaleLEARNS: GlendaleLEARNS will implement an orientation to GlendaleLEARNS and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

#### Strategy #5

Continue Offering Opportunities for Professional Development: GlendaleLEARNS will continue offering opportunities for professional development by: sharing information on conferences and workshops available virtually and in-person, scheduling trainings to occur during monthly meetings to cover priority topics, coordinating partner presentations to keep all partners informed of programs and services available, and posting reports and other resources on GlendaleLEARNS website for partners to access.

## Leveraging Resources

### New Strategies

#### Strategy #1

Partner with VWDB and other GlendaleLEARNS Partners to Leverage Resources: GlendaleLEARNS will continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies. Expand referrals to partners to access available Supportive Services such as printers, technology, and assistance with rent and utilities. Continue to partner with GCC Verdugo campus for its monthly food pantry and assist in recruiting volunteers to distribute food to students and residents. Further, GlendaleLEARNS will continue its partnership with Parent Education that can assist parents who are assuming a teaching role due to children being educated at home and/or through distance learning due to the pandemic.

#### Strategy #2

Participate in WIOA MOU and Local and Regional Workforce Plans: GlendaleLEARNS will 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**

Participate in Co-enrollment to Leverage Resources: GlendaleLEARNS will 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 in public meetings. This ensures that all expenditures are in compliance with CAEP 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 2021-22.**

Carry over funds may occur due to delays in carrying out programs and services as well as billing for services, because of the closure of facilities and campus. Invoices will be processed by September 2021 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 are not carried over beyond the expenditure timeline for an apportionment. Funds received for 2020-2021 that are not spent by June 30, 2021 are expected to be spent by December 31, 2021. GlendaleLEARNS makes every effort to expend its apportionment in the program year that the funds were received and has been successful in accomplishing this goal in the years just prior to the pandemic.

**Certification****Glendale CCD - Member Representative****Alfred Ramirez**

Administrative Dean, Continuing and Community Education

[aramirez@glendale.edu](mailto:aramirez@glendale.edu)

(818) 240-1000

**MaryAnn Pranke**

GlendaleLEARNS Coordinator

[mpranke@glendaleca.gov](mailto:mpranke@glendaleca.gov)

(818) 937-8051

Approved by Dr. Alfred Ramirez

08/13/2021 02:04 PM PDT

**Glendale Unified - Member Representative**

**MaryAnn Pranke**  
GlendaleLEARNs Coordinator  
[mpranke@glendaleca.gov](mailto:mpranke@glendaleca.gov)  
(818) 937-8051

Approved by Glendale Learn MaryAnn Pranke

08/13/2021 11:24 AM PDT

**Verdugo Workforce Development Board\* - Member Representative**

**Judith Velasco**  
[jvelasco@glendaleca.gov](mailto:jvelasco@glendaleca.gov)  
(818) 937-8031

**MaryAnn Pranke**  
GlendaleLEARNs Coordinator  
[mpranke@glendaleca.gov](mailto:mpranke@glendaleca.gov)  
(818) 937-8051

Approved by Judith Velasco

08/13/2021 03:30 PM PDT



California  
Community  
Colleges



2021 © California Community Colleges  
NOVA Site Version: [4.36.0](#)