

19 Glendale Community College District Regional Consortium

Plans & Goals

Executive Summary

Representing the Glendale Community College (GCC) 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). GlendaleLEARNS implements 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 three overarching objectives in its Three-Year Plan: 1) Address Educational Needs: Implement Educational Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment; 2) Improve Integration of Services and Transitions: Develop Comprehensive Career Pathways for Priority Populations; and 3) Improve Effectiveness of Services: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners. Activities and Outcomes were developed to delineate performance measures that will be used to track progress and achievement of objectives. The Three-Year Plan also delineates the short-term outcomes that comprise the focus for the Annual Plans, with adjustments incorporated based on changes in the local environment. This allows GlendaleLEARNS to develop its Annual Plan based on environmental and other changes that impact our communities as well as our programs.

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 2021-2022 include the continued offering of in-person and distance learning opportunities. The prolonged pandemic continues to keep potential students away from campus as spikes continue to occur in COVID-19 infections, making hybrid opportunities essential for student enrollments. The previous program year was also dedicated to developing and implementing new outreach and communication assets including new brochures, flyers and the development of a new website. The website is expected to launch in the new Program Year. Critical to the success of career pathways, the partnership with VWDB and its Verdugo Jobs Center (VJC) is used to provide paid externships for graduates of career technical education (CTE) programs to assist them in transitioning to new employment opportunities.

Regional Planning Overview

GlendaleLEARNS members and partners created activities and performance outcomes for each objective in its Three-Year Plan. Performance measures are also delineated for its Three-Year Plan, providing a mechanism for tracking and monitoring progress towards implementation of the Plan. The Annual Plan incorporates the short-term goals and strategies delineated in

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. An overview of the Annual Plan is completed each year along with an annual environmental scan which 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

Comprehensive career pathway programs for priority populations: ELL, AWD, Low Income, Low Levels of Education.

The City of Glendale demographics demonstrate the need for comprehensive career pathways that integrate basic education and ESL, contextualized to the technical training. A comprehensive career pathway includes paid work-based learning opportunities that assist in addressing multiple barriers and transitioning students to the work environment.

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 recent Three-Year Planning process to identify additional needs of the community. Based on these results, the partners identified priority populations to outreach and serve based on the following barriers: low income, low education levels, English Language Learners (ELL), and Adults with Disabilities (AWD).

Data and analysis for the environmental scan used in strategic planning, is conducted by the VWDB for the Verdugo community that it oversees. The Verdugo community includes the City of Glendale, as well as surrounding communities of Burbank and La Cañada Flintridge. According to U.S. Census, Glendale is home to 196,543 residents, representing a reduction of 4,477 residents since 2015 with the most significant reduction occurring in 2020. Remote work as a result of the pandemic, allowed residents to move to more affordable areas of the state or out of state, reducing the overall population of the region. The median household income is \$70,296; however, Glendale holds a 13.9% poverty rate.

In addition to the poverty rates, educational attainment and other demographics provide insights to the Glendale community. The median age for local residents is 42 years and the average educational attainment (high school diploma) rate for the Verdugo community is 92.5% with all three cities surpassing the national average. While the educational attainment is high, 12% of residents age 25 years and over do not have a high school diploma, representing 17,930 residents. These demographics also provide insight into the potential need for ABE and ASE to assist with addressing the literacy gap and absence of diploma or equivalent.

Individuals with disabilities, comprise 10.5% of the Verdugo community, representing 34,020 residents and 12,441 of these residents have cognitive disabilities. Cognitive disabilities include individuals with intellectual disabilities and developmental disabilities, both which are target for the design and development of career pathways for the most vulnerable populations. Although the Race/Ethnicity data for the Verdugo cities shows that 74% of residents identify themselves as White/Caucasian, this percentage includes the large immigrant, asylee, and refugee population from middle eastern countries that reside in the community. The community also includes 14% of residents who identify as Asian and 18.2% of residents who identify as Hispanic/Latino. In determining the number of ELL that reside in the Verdugo tri-city community, the VWDB begins with examining the number of residents that speak a language other than English at home. Almost 70% of Verdugo residents (above the age of five years) speak a language other than English at home with Glendale recording a rate of 67.3%,

demonstrating the diversity of the region. In addition, 32% of residents (62,059 residents) report speaking English less than very well, making this group a target for ESL services.

The Glendale labor force records 103,200 residents with an unemployment rate of 4.9%, as of March 2022, according to the State of California Employment Development Department (EDD). The labor force is determined by the number of residents who earned any income during the reporting period. As a result of the pandemic, labor force trends show that the labor force has declined 2.1% from 105,600 recorded in December 2019 to the 103,200 in March 2022. While Glendale has recovered most of its labor force, it remains below pre-pandemic levels with many workers continuing their concern over pandemic infection rates.

The unemployment rate continues to lag its pre-pandemic rate of 3.6. The reduced labor force also contributes to the 4.9% unemployment rate, which would be higher if the 2,200 residents returned to the labor force without employment. The U.S. Bureau of Labor Statistics also shows the significant increase in inflation with an 8.6% Consumer Price Index (CPI) recorded in March, 2022. The VWDB continues to monitor all labor market information including any indicators of business downturn that may result in layoffs.

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 students in priority populations enrolled; number 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 CalJOBS reports

Regional Need #2

Gaps in Service / Regional Needs

Educational Programs Including Adult Basic Education, Secondary Education, and ESL.

Strategies to expand access to educational programs are needed to bridge these skills gaps and achieve student success. GlendaleLEARNs has learned through its previous career programs that technical skills are not sufficient to ensure job placement, retention and career growth. On the job training for new hires and for promotional opportunities is facilitated when students have basic educational skills. Contextualized ABE/ASE/ESL and integrating into career pathways provide greater access and show greater success for students with job placement as their goal.

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

The City of Glendale's demographics examined during environmental scan, demonstrate the need for adult basic education (ABE), secondary education (ASE) and ESL. With 12% of the population, aged 25 years and over, representing 17,930 residents, the ABE and ASE programs are needed. With 32% of residents (62,059 residents) reporting they speak English less than very well, ESL is also a priority educational program to meet the needs of Glendale's immigrants including refugees and asylees.

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

Specific measures will be monitored including: Number enrolled in educational programs, number 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

Supportive services to reduce or fully address barriers that students face.

While supportive services such as career guidance and counseling has always been a need, the pandemic resulted in a demand for untraditional supportive services including technology such as laptops and tablets to access distance learning, hotspots for internet services, and assistance with living expenses such as housing and utilities.

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

GlendaleLEARNs partners identified the increased needs for supportive services through their daily interactions with students and participants. This information was further substantiated with the number of emergency WIOA grants received by VWDB to provide supportive services that met the increased needs. Partners also identified the need for more intensive counseling services as well as mental health services. The need for these expanded supportive services continue and are expected to continue in the new program year due to the prolonged pandemic as well as the current inflation and economic challenges.

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

Specific measures will be monitored such as: number of students receiving supportive services, including those co-enrolled with WIOA. Measures will be monitored through quarterly participant reports submitted to the state.

Regional Need #4

Gaps in Service / Regional Needs

Hybrid Opportunities that Offer Distance Learning Opportunities and Continued Digital Literacy Offerings

Fear of COVID infection has kept many students at home, regardless of vaccine status. With the prolonged pandemic, students continue to need hybrid options where they can limit the need for coming to campus. Increasing cost of transportation, further support student decisions for distance learning unless it is absolutely necessary.

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

The prolonged and continued pandemic requires the continued use of distance learning and virtual services. The Los Angeles Basin continues to experience spikes as identified by the Los Angeles County Public Health (LACPH). On September 9, 2022, LACPH reported 2,228 new positive cases and 15 new deaths due to COVID-19. Fear of infection continues to impact the lives of students and prospects, keeping them from participating in in-class instruction. 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 continues as a need to be addressed for students in order to ensure equity in access to education and services.

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

GlendaleLEARNs monitors its enrollment numbers, in particular, for its priority populations, to determine the need for distance learning. Distance learning courses such as ESL are now fully enrolled because they are offered virtually. On-campus courses continue to be more challenging to fill.

Address Educational Needs

2022-23 Strategies

Strategy Name

Implement Educational Programs that Prepare Students for Entering Career Pathways and Employment

Activity that Applies to this Strategy

Educational Programs to Bridge Gaps

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

With the number of residents that are aged 25 years and over that do not have a high school diploma and the number who speak English less than very well, educational services were identified as a priority. Bridging literacy, math and language skill gaps may be needed in order to enter career pathways, and successfully complete technical training, and secure employment. While integrating ABE/ASE/ESL in career pathways is a GlendaleLEARNs preferred strategy, some students will require more intensive educational services that will need to begin before they enter career pathways. They may also continue ABE/ASE/ESL during technical training. The impact of the pandemic which drove education to distance listening in K-12 has yet to be measured. While many seniors' eligibility for graduation was based on force majeure, it is not clear what educational gaps exist with these graduates. This potential barrier was identified during the planning stages and the need for bridge programs was identified as a solution to address potential gaps.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Develop Comprehensive Career Pathways for Priority

Activity that Applies to this Strategy

Career Pathways for Priority Populations

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Strategy Description

Based on the environmental scan and other assessments conducted during the planning process, the priority populations were identified as: ELL, AWD, those who are low income and those with low educational levels. Many students, in particular those with multiple barriers, cannot afford to attend educational services prior to entering their chosen technical training. This would prolong the amount of time they spend in training and not earning income. Instead, GlendaleLEARNs uses a comprehensive career pathway strategy which integrates ABE/ASE/ESL in the technical training curricula. Through its partnership with VJC, internship and externships are established that allow students to work and earn income while they train and/or immediately upon completion of training. Co-enrollments with WIOA also provide access to additional support services that include assistance with housing, transportation, and other living expenses to ensure the students are able to complete their training. Without this support, students may be forced to drop their courses and get a job to cover their living expenses. Therefore, a comprehensive career pathway integrates ABE/ASE/ESL and work-based learning opportunities to facilitate successful completion as well as the students' transition to permanent full-time employment. Successful models exist including the Medical Assistant career pathway which prepares students for credentials in both, Administrative Medical Assistant and Clinical Medical Assistant. The curriculum integrates ESL and paid externships once they complete technical training. Students are required to complete 216 hours of internships/externships in order to qualify for the state exam and credential. Students are typically hired by their externship employer; however, if this is not the case, the VJC will continue to assist with job placement. This model is used to develop new career pathway opportunities that meet the needs of students as well as local employers.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Capitalize on Opportunities to Leverage Resources with GlendaleLEARNNS Partners

Activity that Applies to this Strategy

Leverage Resources

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

GlendaleLEARNNS has relied on co-enrollments with partners to provide expanded services to students as well as to increase effectiveness of the Consortium and all CAEP services. Using the VWDB/VJC for externships is one example; however, co-enrollments also occur with Department of Rehabilitation and Lanterman Regional Center for AWD. Paid work-based learning, supportive services, workforce preparation and job placement are all services that are provided by partners through co-enrollment of students. The need for co-enrollment increased during the peak of the COVID-19 pandemic when students lost their jobs and sources of income. The bills began to pile up and expenses exceeded the amount of unemployment benefits they were receiving. The need for supportive services increased during this time to assist with housing and living expenses, medical expenses, transportation, technology such as Chromebooks and hotspots to access classes from home, and assistance with purchasing textbooks and supplies. Co-enrollments with VJC occurred for emergency WIOA funded supportive services with the goal of remaining in training. To access these supportive services, students were required to be enrolled in adult education. Mental health and counselling services were also needed during this time as the uncertainties from the pandemic as well as the economy took a toll on students and their families. The need for all supportive services continue and are expected to continue through 2022-2023. Leveraging resources to improve effectiveness has also occurred with the GlendaleLEARNNS strategy for professional development. Each partner is scheduled each month to present services and update partners on any changes. These presentations occur during the monthly Consortium meetings to ensure maximum participation from members and partners. Trainings are also scheduled during this time to cover needed topics. Partners also share information regarding any training they are hosting allowing other partners to access the training at no cost. For example, the Department of Public Social Services provides full day trainings on public assistance programs at no cost to partners. These professional opportunities will continue in 2022-2023, and will include any additional trainings identified as needed by the members and partners.

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 GlendaleLEARNNS 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 2022-23.

GlendaleLEARNs' members make every effort to fully expend funds in the program year they are received. Over the years, minimal amounts were expended in the following program years. In most recent years, including 2021-2022, all funds were spent in the year received. Carryover has never been an issue to address strategically. The CAEP apportionment is slightly more than \$1 million, and the student needs are much greater than the apportionment amount. Therefore, GlendaleLEARNs does not have an issue that requires carry-over of funds.

Certification

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