

19 Glendale Community College District Regional Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

The Glendale Local Area Education Network Services (GlendaleLEARNS), represents the Glendale Community College (GCC) District Regional Consortium, and 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 involves its members and partners in all aspects of planning, designing and implementing 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. Involving all members and partners in the development process creates a vested interest in success and in achieving Three-Year Plan goals and objectives. These strategies are in alignment with GlendaleLEARNS' mission to "provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities."

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. The Three-Year Plan also serves as the basis for the Annual Plans, with adjustments incorporated based on changes in the local environment. At a minimum, the Verdugo Workforce Development Board (VWDB) provides quarterly reports on local labor market and economic landscape to keep GlendaleLEARNS informed of these environmental factors. This allows the partners and members of GlendaleLEARNS to develop each Annual Plan based on environmental and other changes that impact local communities, programs, and services.

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 2022-2023 include the continued offering of in-person and distance learning opportunities. While the COVID-19 pandemic has ended, and rates of infection are low, concerns regarding transmission remain, making hybrid opportunities essential for student enrollments. However, in-person instruction continues to increase each semester as increasing numbers of students are returning to normal daily life. In addition, students have returned to improving their education, contributing to the increase in enrollments. The influx of immigrant populations including asylees and refugees required GCC to hire 15 additional instructors and expand ESL course offerings to meet the demand.

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. Students who complete the Medical Assistant and Dental Assistant programs are systematically referred to the VJC for their paid internships and externships. The VJC maintains engagement with employers who provide the internship and externship opportunities needed for their final state certifications. These employers also hire the students upon completion of their paid work experience. In 2023-2024, the VJC will expand healthcare internships and externships to include the Certified

Nursing Assistant students. The program is scheduled to launch in the Fall semester of the upcoming 2023-2024 program year. Further, VJC has returned to offer employment services on campus for students looking for a job while they complete courses or upon completion. GlendaleLEARNs will continue to capitalize on its partnership with VWDB and VJC to expand earn and learn opportunities to students.

Regional Planning Overview

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.

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. At a minimum, the VWDB provides quarterly reports on local labor market and economic landscape to keep GlendaleLEARNs informed of these environmental factors. Activities and Outcomes were developed to delineate performance measures that will be used to track progress and achievement of objectives. Using the Three-Year Plan as the basis for the Annual Plan and aligning of activities and outcomes to the goals in the comprehensive plan, ensures that achievement in the Annual Plans directly implement the Three-Year Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

GlendaleLEARNs needs to continue offering and developing comprehensive career pathway programs for priority populations that integrate paid work-based learning. Priority populations include English Language Learners (ELL), Adults with Disabilities (AWD), low-income including public assistance recipients and low education levels.

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

The environmental scans used in planning include multiple data sets to understand the local community, labor market and economic environment. Data sets include 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. According to U.S. Census, Glendale is home to 189,221 residents, representing a reduction of 7,313 residents from 2020 and 11,799 since 2015. 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 \$74,831; 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 U.S. Census records educational attainment show that 10% of residents age 25 years and over do not have a high school diploma, representing 13,491 residents. Further, 7,716 of these residents have less than a 9th grade education. The young adult population shows 8% of residents 18-24 years do not have a diploma representing 1,079 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 5% of the Glendale community, representing 5,671 of the working age residents (18-34 years of age) and 2,149 or 2% of these residents have cognitive disabilities. Cognitive disabilities include individuals with intellectual disabilities and developmental disabilities, both which are targets for the design and development of career pathways for the most vulnerable populations.

The Glendale labor force records 102,000 residents with an unemployment rate of 5.1%, as of June 2023, 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. Labor force trends show that the labor force has declined 3.4% from 105,600 recorded in December 2019 to the 102,00 in June 2023, as a result of the pandemic. While Glendale has recovered some of its labor force, it remains below pre-pandemic levels.

The national unemployment rate has recovered from its pre-pandemic rate of 3.6, recording a 3.5% in June 2023. However, similar to Glendale, the labor force has not recovered and almost 5 million workers have not returned. The reduced labor force also contributes to the 3.5% unemployment rate, which would be higher if the workers returned to the labor force without employment. The U.S. Bureau of Labor Statistics also shows the significant increase in inflation with a 3% Consumer Price Index (CPI) recorded in June 2023. While the CPI has declined over the past few months, the declines have been predominantly in energy; therefore, residents are still feeling the effects of inflation as they purchase their groceries and pay for their housing. The VWDB continues to monitor all labor market information including any indicators of business downturn that may result in layoffs.

These 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 transitioning students to the work environment.

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 ELL and AWD enrolled; number of priority populations 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

Implement educational programs including Adult Basic Education (ABE), Secondary Education (ASE), and ESL that prepare students for entering career pathways and employment. Efforts should include expanding access to ABE/ASE/ESL and integrate contextual curricula whenever possible.

Strategies to expand access to educational programs are needed to bridge these skills gaps critical to 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?

Although the Race/Ethnicity data for the Verdugo cities shows that 71.4% 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 White Non-Hispanic population drops to 61.8%. The community also includes 14% of residents who identify as Asian and 19% 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 66% of Verdugo residents (above the age of five years) speak a language other than English at home, demonstrating the diversity of the region. In addition, 28% of residents (51,956 residents) report speaking English less than very well, making this group a target for ESL services. Related data for this needs also include the educational attainment data explored for Regional Need 1.

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

GlendaleLEARNs needs to create access to 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 continues and are expected to continue in the new program year due to the prolonged pandemic as well as the current inflation and economic challenges. While the CPI has declined over the past few months, our students are still feeling the impact of a 3% inflation rate. The declines have primarily occurred in energy which has alleviated living expenses; however, food and housing have not declined at the same rate as energy and continue to affect students.

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

Specific measures will be monitored including: 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

While the pandemic is primarily over, students continue to need hybrid options where they can limit the need for coming to campus. Homelives have changed as a result of the pandemic which kept students home and introduced them to the benefits of distance learning including the comforts of home. Increasing cost of transportation and limited daycare availability 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?

While students have returned to the classroom, many students still request and enroll in distance learning. Enrollment in all ESL courses is filled to capacity. Further, staff and faculty who interact with students participated in GlendaleLEARNs planning sessions which also included partners. Needs identified included “hybrid opportunities for education and training: in-person and distance learning.”

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

2023-24 Strategies

Strategy Name

Implement educational programs that prepare students for entering career pathways and employment.

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)
- Student Barriers: English Language Learner (AE 305 - 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. Moreover, the influx of immigrants, asylees and refugees have increased the demand for educational services. All ESL classes are filled to capacity even though we added 15 new instructors and courses. We still had a waiting list of 200 students that we either accommodated or referred to other local ESL partner providers.

Bridging literacy, math and language skill gaps are 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 learning in K-12 has negatively impacted students further requiring the need for credit recovery and ABE/ASE. While many seniors' eligibility for graduation was based on force majeure, the educational gaps remain 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

2023-24 Strategies

Strategy Name

Develop comprehensive career pathways for priority populations.

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

GlendaleLEARNs continues to use a comprehensive career pathway strategy which integrates ABE/ASE/ESL in the technical training curricula, making it easier for students to receive educational skills. In addition, paid work-based learning is integrated to allow students to immediately begin earning income while they learn. 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 also used with the Dental Assistant students and will also be used with the Certified Nursing Assistant program which will begin in the Fall, 2023.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Capitalize on Opportunities to Leverage Resources with GlendaleLEARNs Partners.

Activity that Applies to this Strategy

Leverage Resources

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

GlendaleLEARNs 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 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. To access these supportive services funded by WIOA I, students are required to be enrolled in adult education. Mental health and counseling services were also needed as students and their families struggle to recover from the post-pandemic trauma. The need for all supportive services continues and are expected to continue through 2023-2024. Leveraging resources to improve effectiveness has also occurred with the GlendaleLEARNs 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. These professional

opportunities will continue in 2023-2024, 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 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.

The VWDB provides administrative support and these services are delineated in a Scope of Work, an Exhibit in the contract executed on an annual basis. All services delineated are in alignment with the Three-Year Plan and allowable under CAEP. Program support services provided by the VJC are funded through WIOA I and the partnership is formalized through an annual CAEP MOU as well as the WIOA I MOU with mandated partners.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24. GlendaleLEARNS' members make every effort to fully expend funds in the program year they are received. Over the past program years, GlendaleLEARNS has fully expended its funds 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

Glendale CCD - Member Representative
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