

California Adult Education Program Produced: 06/20/2022 02:49 PM PDT MaryAnn Pranke

19 Glendale Community College District Regional Consortium: Certified

Details

Consortium Information

Consortium Name:

19 Glendale Community College District Regional Consortium

Consortium Short Name:

19 Glendale

Address:

1122 E. Garfield Ave. | Glendale, CA | 91205

Website:

<https://www.glendalelearns.org/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,199,042

CAEP Funds 2021-22:

\$1,138,367

CAEP Funds 2020-21:

\$1,094,057



GlendaleLEARN
Local Education And Resource Network Services

Consortium Contacts

Responsibility	Name	Email	Title	Phone
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Primary Contact	Alfred Ramirez	aramirez@glendale.edu	Administrative Dean, Continuing and Community Education	(818) 240-1000

Member Agencies

Member Agency	Member Type	Contact	Phone
Glendale CCD	District	Dr. Alfred Ramirez	(818) 240-1000
Verdugo Workforce Development Board*	Workforce Development Board	Judith Velasco	(818) 937-8031
Glendale Unified	Unified School District	Glendale Learn MaryAnn Pranke	(818) 937-8051

Executive Summary

Executive Summary *

Summary of Consortium Members: GlendaleLEARNS consists of publicly appointed members that comprise the Board of Directors and community partners representing government, education, non-profit and business. The three-member Board of Directors consist of: Glendale Community College (GCC), Verdugo Workforce Development Board (VWDB), and Glendale Unified School District (GUSD). Together, the members and partners implement adult education throughout the community integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement. All three members participate in the Three-Year Planning process as well as Annual Planning process.

Partners: Partners are critical to the development and implementation of the GlendaleLEARNS Three Year and Annual Plans. All partners sign an MOU each program year to confirm their commitment to partner and provide joint services to students. Current partners that also participate in the Three-Year planning process include: the VWDB's Verdugo Jobs Center (VJC), Armenian Relief Society (ARS), Foothill Special Education Local Planning Area, Family Promise of the Verdugos, Glendale Library Arts & Culture, Glendale Youth Alliance, International Rescue Committee, JVS SoCal, Lanterman Regional Center, State of California Employment Development Department, State of California Department of Rehabilitation, and The Campbell Center.

Partners conducted a comprehensive self-assessment and environmental scan with data sets gathered for labor market information, economy, census, and Launchboard for the adult education scan. Based on the results of this activity, the members and partners identified the following needs: supportive services, comprehensive career pathways, bridge programs, hybrid opportunities that offer distance learning opportunities.

Metrics were identified based on the results of the comprehensive assessment as well as the Objectives, Activities and Outcomes defined by the members and partners. Required metrics are included as well as optional metrics consisting of: Student Barriers such as English Language Learners (ELL), Progress (Participants with Educational Functioning Levels Gains ESL), Transition (Participants with Transition to Postsecondary), Success (Participants Who Earn a High School Diploma or Equivalency), and Employment and Earnings (Median Change in Earnings and Participants Who Became Employed in the 2nd Quarter After Exit).

Objectives, Activities and Outcomes consist of the following: Objective 1: Develop Career Pathways for Priority Populations. Activities: a) Develop & implement career pathways; b) Continue partnerships to offer work-based learning; c) Continue to transition disconnected youth into adult and post-secondary education; d) Develop awareness and outreach to support transition from ESL to vocational programs. Outcomes for these activities consist of: increase adults with disabilities (AWD) and ELL co-enrolled in career pathways; increase the number of co-enrollments in work-based learning; and increase enrollment based on outreach.

Objective 2: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment and using the following activities: a) Implement bridge programs; b) Redesign and resume College and Career Pathways; and c) Integrate the bridge programs In the career pathways. Outcomes consist of: resume College and Career Pathways, and increase enrollments in ABE/ASE/ESL.

Objective 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. Activities include: a) Schedule partner presentations during monthly meetings; b) Partner with the VWDB to receive quarterly labor market information reports; c) Establish a communication system that shares information across the Consortium; d) Implement an orientation to GlendaleLEARNs and CAEP. Outcomes include: schedule and implement needed trainings; schedule partner presentations; disseminate quarterly LMI report; and implement virtual CAEP orientation for new staff/faculty.

Objective 4: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNs Partners. Activities include: a) Continue partnership with VWDB to leverage resources; b) Continue participating in WIOA planning activities; c) Continue strategic co-enrollment with WIOA and non-WIOA partners, to leverage resources. Outcomes include: participation in WIOA partner MOU meetings; and review co-enrollment system with partners.

Funds evaluation is accomplished by examining financial performance in quarterly expenditure reports relative to the member plans and Consortium Fiscal Administrative Declaration. Member Plans are amended based on any changes required to meet program and student needs.

Assessment

Overview and Preparation *

The strategic planning process begins with a pre-planning self-assessment and continues with an environmental scan to understand the national and local economic landscape. The final assessment is conducted of the adult education programs using data from Launchboard to understand overall performance and identify improvements. Results from the three assessments are then used to identify needs, barriers and to develop objectives and activities to address those needs.

Self-Assessment: The self-assessment is conducted by the GlendaleLEARNs members and partners. The Consortium Program Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of its collaboration and impact within the GlendaleLEARNs communities. The purpose of the tool is for consortia to use a self-directed quality improvement process that allows the Consortium members and partners to work collaboratively to assess their strengths and weakness and develop strategies to enhance policies, procedures and practices accordingly.

The Tool is intended to be used as an internal evaluation to promote honest, open conversations with key stakeholders through meaningful conversations that will assist consortia in creating a path to better manage themselves and serve students more effectively and efficiently. The Tool is provided by the CAEP Office and was created with input from practitioners and experts in adult education and focused on the following quality indicators for self-assessment: Capacity, Connection, Entry, Progress and Completion/Transition. Each quality indicator consisted of a minimum of five elements to assess within each indicator for a total of 36 elements using a rating scale of 1 – 5, with a score of “1” assigned to an element where *“there is strong need for improvement and the consortium has an urgent need to address this area”* and a score of “5” where *“the consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.”*

In order to complete the comprehensive self-assessment, GlendaleLEARNs dedicated two of its monthly meetings to completing this activity. The Coordinator walked through the Tool for each element and the members and partners entered their score in the chat. The meeting chats were saved to record all scores. In the second meeting, the Coordinator facilitated a consensus exercise for the group to assign one score per element based on the individual recorded scores. The consensus results demonstrated that the members and partners recognized the overall accomplishments of GlendaleLEARNs and the leadership within the workforce and education system. As a result, the majority of the elements rated a score of “4” or “5”. There was one element that scored below a “4” which the members and partners agreed to address in its goals and strategies with the development of a CAEP orientation for new staff and faculty.

Environmental Scan: The environmental scan is used to understand the local community, labor market and economic environment. Data sets included demographics 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 allows partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. This year, due to the volatility of the economy, new national economic data were examined to understand the impact of inflation (Consumer Price Index), impact to businesses (Production Price Index and Employee Cost Index), and the overall impact of the COVID-19 pandemic on the labor force. This information assists in anticipating upcoming impact at the local level. The environmental scan data are presented in a PowerPoint format by the GlendaleLEARNs Coordinator who reviews the data and facilitates discussions with the members and partners during the monthly meetings. Due to the continued and prolonged pandemic, the Consortium monthly meetings continue to be held virtually. Discussions and feedback are provided verbally during the virtual meeting or posted in the chat.

Adult Education Assessment: Data from Launchboard were pulled along with graphs to present the information to the members and partners. Data included student demographics; trended total enrollments and enrollments by program. Data for outcome trended results were also evaluated including co-enrollment with credit courses, completed Educational Functioning Level (EFL), earned diploma or equivalent, and employment. These data were also presented during a monthly meeting allowing the consortium to evaluate the information and identify opportunities for improvement.

Regional Alignment and Priorities *

The integration of workforce and education in the region and using a VWDB staff member as the GlendaleLEARNs Coordinator, which facilitates planning activities for both programs, ensures that activities and plans are fully aligned. The VWDB's Local Plan is aligned with several county and state plans and initiatives, including the Workforce Innovation & Opportunity Act (WIOA) Regional Workforce Development Plan developed by the seven workforce boards located in the Los Angeles Basin. Aligning the CAEP Three-Year Plan with the VWDB Local Plan, also aligns the CAEP Plan with the regional plans.

The Plans delineate the adult education services that assist in preparing job seekers to enter or reenter the workforce. Adult education services that bridge gaps including Adult Basic Education (ABE) which raises the levels of literacy and math needed to enter technical training and providing the foundational skills that employees need to train on the job and advance in their careers. With 12% of Glendale residents aged 25 and over not having a high school diploma, Adult Secondary Education (ASE) remains a critical service included in local and regional plans. According to U.S. Census, almost 70% of Glendale residents speak a language other than English at home and 32% of residents report speaking English less than very well, creating the demand for ESL and identifying this needed service in the Plans. Finally, Career Technical Education (CTE) programs provide the technical training that job seekers need to gain employment in positions and organizations that offer competitive wages. Support services including career counseling and Disabled Students Programs and Services (DSPS) assist students to access available resources

and support the case management services provided by WIOA Case Managers and Job Developers. These no-cost services funded by CAEP are essential in workforce development systems focused on assisting the most vulnerable populations and preparing them for full-time, gainful employment.

Alignment is also demonstrated through the Regional Service Provider and Contributions by Entities matrices in this plan and the non-CAEP funding used to support the services provided to adult education students.

Evaluate the Educational Needs of Adults in the Region *

The GlendaleLEARNs Coordinator, in her role as staff to the VWDB, conducted the environmental scan which aggregated and analyzed data used to assess community needs, including the specific profile and needs of customers. The advantage of using the VWDB to conduct the assessment is that the organization has access to data sets that are not available to the general public including labor market information and business information specifically for the City of Glendale. The environmental scan focused on the demographics and data relative to GlendaleLEARNs' priority populations: ELL, AWD, adults with low income, adults with low literacy and math skills. The environmental and adult education scans are used to identify characteristics, barriers, and needs of the priority population and this information is then used to develop strategies, objectives and activities.

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, poverty 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 Verdugo residents is 42 years and the average educational Attainment (high school diploma) rate for the VWDB 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. 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, as a result of the pandemic. 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. 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. This prolonged volatile economy will eventually impact business, forcing employers to begin downsizing to remain competitive, increasing the number of unemployed residents and therefore, the unemployment rate. The VWDB continues to monitor all labor market information including any indicators of business downturn that may result in layoffs.

Contributions by Entities *

All Consortium members contributed to the development of the Plan: GCC, VWDB, and Glendale Unified School District (GUSD). Member representatives included staff and faculty, as well as career counselors and job developers who, together with instructors, provide input and feedback from the students and participants. In addition, the 11 GlendaleLEARNs partners that hold current MOUs, also contributed to the development of the Plan. To ensure maximum participation and contributions to the plan from members and partners, planning activities were conducted during regularly scheduled meetings. Beginning in November 2021, the GlendaleLEARNs Coordinator began sharing and reviewing information for the plan and continued through May 2022 when strategic objectives and activities were defined in that meeting. Members and partners reviewed information, provided input and shared information gathered from students and participants. Their input was directly used to identify needs, barriers, and develop strategic objectives and activities to address those needs.

GlendaleLEARNs also relies on community input and data gathered in the development of the Local Workforce Development Plan. GlendaleLEARNs partners with the VWDB to coordinate and facilitate community and stakeholder forums that gather input on workforce and education topics that is then used to develop the Plan. GlendaleLEARNs Coordinator facilitates the meetings and writes the Local Workforce Development Plan allowing for collection of input and feedback for both planning processes, WIOA and the CAEP. GlendaleLEARNs members and partners also participate in regional planning activities to ensure that adult education is integrated into the plan and considers the needs of Glendale students and community needs. Four community stakeholder forums were held to gather input for the Local Workforce Development Plan which included participants from GlendaleLEARNs as well as: Department of Social Services, Job Corps, United American Indian Involvement; and business representatives including: Inverselogic, PacFed, Southern California Gas Company, Copy Central, Glen West Management, Liquid Sky, Grifols Biologicals, and Biocom. Business input was used to identify hiring needs, the use of WIOA funded employer incentives for externships, and the need for well-trained job candidates. This information was used to enhance strategic objectives for co-enrollment processes, leveraging resources and employment services.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Glendale CCD	Member Representative	280	150	2,500	150	15	0	500	200	0
*Glendale Unified	Member Representative	0	0	0	0	0	0	0	0	0
Verdugo Workforce Development Board	Member Representative	0	0	20	0	10	0	0	60	0
Total Participants		280	150	2520	150	25	0	500	260	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

GlendaleLEARNs members and partners rely on the data available through Launchboard to evaluate current levels and trends for education and workforce services. Data included student demographics; trended total enrollments and enrollments by program. Data for outcome trended results were also evaluated including co-enrollment with credit courses, completed Educational Functioning Level (EFL), earned diploma or equivalent, and employment. These data were also presented during a monthly meeting allowing the consortium to evaluate the information and identify opportunities for improvement.

Evaluation begins with a review of demographics including race/ethnicity data and age. Race/ethnicity data show that GlendaleLEARNs student population reflects the Glendale demographics. The only disparities are reflected in the White/Caucasian which represent 74% of the Glendale population but only 55% of the student population, and the Asian population represent 14% of the population but only 5% of the students. Other groups are very closely represented such as the Hispanic Latino group which represents 18% of the population and 16% of the students. The Black/African American group represents 1.8% of the population and 1% of the students.

An examination of the age groups show that 50% of the GlendaleLEARNs student population is 40 years of age or over. While half of the student population is older, they remain within the working age. To remain competitive, technical training and career pathways are needed to upgrade current skills or address obsolete skills. Approximately 35% of the student population is aged 25 to 39 years and 15% is aged 18 to 24. These younger groups may be candidates for transitioning to higher education while some may focus on career opportunities making CTE a greater demand.

Total enrollments and enrollments in ABE, ASE, ESL, and CTE all show declines since 2019 which can be attributed to the pandemic which required the college to shut down for two weeks and resume with distance learning. Summer session 2022 is the first time that ESL classes are fully enrolled since the beginning of the pandemic in March 2020. Outcome measures including EFL and diploma or equivalent also declined as students left their programs to care for themselves or family members. Employment outcomes, however, hold sustained levels of performance with only a drop of 19 placements or 2% from prior year.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)
- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022- 23 Target	2023- 24 Target	2024- 25 Target
Glendale CCD	100%	100%	45%	100%	100%	100%
Verdugo Workforce Development Board*	100%	100%	55%	100%	100%	100%

Objectives

Address Educational Needs

Description of Objective *

Objective: Implement Educational Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment.

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 securing 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

Description of Objective *

Objective: Develop Comprehensive Career Pathways for Priority Populations.

Description: Based on the environmental scan and other assessments conducted during the planning process, 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 pathways 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

Description of Objective *

Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners.

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 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 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. 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.

Activities & Outcomes

Activity Name *

Career Pathways for Priority Populations

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Activity: Develop & implement career pathways with partners to address the needs of students with multiple barriers and address workforce needs of employers.

Included in this Activity are the following deliverables:

- Continue GlendaleLEARNs partnerships to offer career exploration, work experience and OJT to effectively move career pathway graduates into employment
- Continue working with partners to transition disconnected youth and dropouts into adult and post-secondary education
- Develop awareness and outreach to support transition from ESL to vocational programs
- Continue to offer options for in-person and distance learning

Short-Term Outcomes (12 Months) *

Increase the number of co-enrollments in WEX or OJT by 20%; and

Intermediate Outcomes (1-3 Years) *

Increase the number of ID/DD and ELL co-enrolled in career pathways by 20%;

Long-Term Outcomes (3-5 Years) *

Increase enrollment based on branding by 20%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
MaryAnn Pranke

Activity Name *

Educational Programs to Bridge Gaps

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Included in this Activity are the following deliverables:

- Redesign and resume College and Career Pathways as preparation to enter career pathways including the Verdugo Academies for priority populations
- Implement educational courses in ABE and ESL that prepare students for specific career pathways (i.e. technical math)
- Integrate the educational programs ABE/ASE/ESL in career pathways for a seamless transition of students to career education and subsequent job placement.
- Continue to offer options for in-person and distance learning for ABE/ASE/ESL

Short-Term Outcomes (12 Months) *

Increase enrollments in ABE/ASE/ESL by 10% from prior year

Intermediate Outcomes (1-3 Years) *

Resume College and Career Pathways for moderate to severe disabilities

Long-Term Outcomes (3-5 Years) *

Implement 1 customized ABE or ESL course customized for a career pathway

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Alfred Ramirez

Activity Name *

Leverage Resources

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

Deliverables include:

- 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
- 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.

Short-Term Outcomes (12 Months) *

GL participates in 2 WIOA partner MOU meetings

Intermediate Outcomes (1-3 Years) *

Coordinator facilitates 1 session to review co-enrollment system with partners

Long-Term Outcomes (3-5 Years) *

1 Garfield job fair held

Proposed Completion Date

06/30/2024

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name

MaryAnn Pranke

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Activity: Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services to address professional development.

Deliverables:

- Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas
- Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty
- Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty.
- Implement additional trainings as needed for professional development.

Short-Term Outcomes (12 Months) *

Schedule and implement needed trainings; schedule 1 partner presentation every 2 months

Intermediate Outcomes (1-3 Years) *

Disseminate quarterly LMI report to members and partners

Long-Term Outcomes (3-5 Years) *

Implement virtual CAEP orientation for new staff/faculty and current as needed

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)**Name**

MaryAnn Pranke

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Glendale CCD	\$11,973,753	Certified
Glendale Unified (Optional)	\$0	Draft
Verdugo Workforce Development Board*	\$617,532	Certified
Totals	\$12,591,285	2/3 Certified

Funds Evaluation *

The GCC was selected as the fiscal agent for GlendaleLEARNs by unanimous vote from the members when the consortium was established in 2014. GCC is the recipient of the grant funds for the CAEP and allocates funds for programs in the seven allowable areas including: ABE, ASE, ESL, and technical training in accordance with its member plan. Contractual services are also provided to effectively operate CAEP throughout the program year. Funds allocated to the VWDB member is accomplished using a contractual agreement as required by the members' administrative entities. Although there are three members, only GCC and VWDB provide adult education programs that are eligible for funding. Therefore, GUSD does not receive an allocation; however, retains all voting rights as a member of the Board of Directors. Allocations are documented in the Consortium Fiscal Administration Declaration (CFAD), approved by the members in a public meeting for transparency, and submitted to the state via the NOVA system. In order to ensure regulatory requirements are met, GlendaleLEARNs only provides services within the seven programs funded by CAEP. Services outside of the seven areas are funded through other sources including partners to leverage resources.

Member plans delineate planned expenditures throughout the year and guide the quarterly expense reports. Should any changes occur, the member plans will be modified and approved by the members. The VWDB provides project coordination, partner relationship management to facilitate co-enrollments for leveraging resources, marketing coordination, coordination and implementation of professional development events, service provider contract coordination, and is responsible for completing all required tracking and reporting for CAEP.

Program area reports are used to track leveraged resources as well as how funds were expended relative to performance outcomes. Further, the WIOA Phase II MOU completed by partners also delineate the cost associated with programs and services provided to co-enrolled participants. This information allows GlendaleLEARNs to estimate and track leveraged resources.

Overall, funds are evaluated based on quarterly expenditure reports relative to member plans. Amendments to the member plans may occur if changes are required to meet the needs of the program and students. Both funded members, GCC and VWDB fully expend their allocations within the year awarded; therefore, carryovers would be a rarity for GlendaleLEARNs.

Certification

Glendale CCD - Member Representative**Dr. Alfred Ramirez**

Administrative Dean, Continuing and Community Education

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Glendale Learn MaryAnn Pranke

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06/20/2022 02:49 PM PDT

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