AB86

Glendale Community College District

Regional Comprehensive Action Plan

CONSORTIUM MEMBERS

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Executive Summary
In today's world, long-term economic trends favor the continuing growth of the global "knowledge economy," characterized by global businesses, markets and high technology products that demand highly skilled and educated workers. The high level of education needed to participate in this knowledge economy means that today and increasingly in the future, a high school education is no longer enough to secure employment that will provide for a middle class lifestyle. Thus, to participate in the higher-paying occupations and opportunities of the knowledge economy, adults must acquire some level of post-secondary education; without it, it is likely that many individuals will face limited career prospects in this competitive economy.

The economy of the Glendale region is transforming into one that demands new skills, knowledge, and credentials, especially post-secondary education. The workers of the Glendale region can no longer expect to hold a family-sustaining job with only a high school diploma. Glendale region employers have also had to respond to rapidly changing market demands. During this transformation to a global economy, the Glendale region dramatically lost funding for basic adult education programs. This shift resulted in substantially fewer programs serving fewer adults, despite a growing need.

The Glendale region must ensure that workers are prepared to thrive in this new world, and currently far too many are not. The number of workers in need of assistance is startling.

- In the Glendale region, there are approximately 151,000 people that lack the basic skills or credentials to attain a family-sustaining job and contribute to the state's economy.

- Of these adults, 25,000 do not have a GED or high-school diploma.

- 13% of the Glendale region's adults have very minimal literacy skills, no greater than those necessary to perform simple, everyday activities.

- Nearly 11.3% of the families in Glendale live below the poverty

- According to Glendale Community College statistics, approximately 33.8% of credit students place in remedial Math and 52% place into remedial English upon

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entering Glendale Community College, indicating that many students will need remediation prior to engaging in post-secondary education. Competency in basic skills is a major barrier for many who seek post-secondary credentials

Adult Education has Various Benefits

Increased Personal Wages The connection between increased wages for workers and increased educational achievement is well documented. According to the U.S. Census Bureau, high-school graduates earn an average of $1 million over length of their working career, while those with some college or an Associate's Degree earn about $1.3 million, and Bachelor's degree holders earn about $1.8 million over the length of their respective careers.

Increased Civic Engagement and Citizenship Educational attainment is directly correlated with levels of citizenship and civic engagement. For example, 68.9% of registered voters in the 2004 Presidential Election had at least some college or an Associate's Degree, whereas 39.5% of registered voters did not earn their high-school diploma. In addition, highly educated workers are more likely to be involved in their communities and help to engender economic vitality at the local and national levels[1].

Increased Levels of Educational Attainment for Future Generations The importance of educational attainment and how to achieve such levels of education are core examples of social capital that are passed down from one generation to the next. Parents who have benefited from continuing their education to attain advanced degrees typically pass these habits to their children, increasing the likelihood that children will continue their education as well[2].

Increased Rates of Economic Growth and Job Creation According to employers, opportunities are emerging in markets of an ever-changing economy. The Glendale region can attract employers that require a workforce with the skills, knowledge, and credentials to meet their needs. Existing employers can expect to expand quicker with a skilled workforce and high-end employers will be attracted to the enhanced human capital in the region. When the expansion of opportunities in the new economy can be met with an equal or greater increase in the number of appropriately trained workers, job creation and economic growth can be expected[3].

Taking a Close Look at Adult Education in the Glendale Region
In the spring of 2014, a consortium of faculty, staff, administrators, and community leaders formed a consortium team to address how to examine and provide

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[1] U.S. Census Bureau. *Voting and Registration in the Election of 2004.* 2006. Retrieved on Aug. 20, 2008 from http://www.census.gov/prod/2006pubs/p20-556.pdf
[2] MLHS, op.cit.
[3] National Commission on Adult Literacy. *Reach Higher America: Overcoming Crisis in the US Workforce.* 2008.

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recommendations for transformation of Glendale's approach to adult education, in order to better meet the needs of adult learners, employers, and the state in an ever-changing economy.

The consortium team includes practitioners from around the Glendale region, representing a K12 school district, community college, adult education programs, community-based organizations, a state department, and workforce investment board. Its aim is to recommend comprehensive strategies to re-imagine and re-design Glendale's approach to adult learning.

The work group has gathered data about the current strategies and resources devoted to adult education; researched the current and projected need; learned about promising practices for system redesign; and engaged diverse stakeholders in conversations about improving adult learning opportunities and results. The work group has received feedback from more than 100 adult education students, faculty, and staff through focus groups and interviews. This report reflects the consortium's learning and shared viewpoint resulting from exposure to this information and the membership's own expertise.

Key Findings

Phase I of the consortium planning entailed conducting a needs assessment of regional programs, identifying gaps, and developing strategies to close the gaps. Needs assessment findings uncover the following trends:

- **There is a High Demand for Programs & Services in the Region, especially for English as a Second Language Classes**
  The education needs of the immigrant population are reflected in the increase of ESL students. Over 6,000 immigrants are served annually. The need for ESL services will remain in high demand since demographic data show a continued influx of immigrant populations. It is also clear that the language needs of the limited English proficient adult education population in the region are substantial and this is a major target for adult education services.

- **Limited Student Support Services exist to Adequately Support Student's Transitions to the Workforce and Postsecondary Education**
  Many of the adult education students in the region are new to the country and need additional support services to more easily navigate school and workforce systems. Adjusting to a new culture can be an overwhelming time as immigrants are experiencing new customs, values, and beliefs, as they are immersed in a new culture and possibly a new language as well. Government and community systems are different such as transportation, education, and recent immigrants have to learn a variety of new things, from how to set up a bank account, to figuring out how to navigate a new educational and workforce system.

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- **Noncredit Programs do not Exist for Adults with Severe Disabilities**
  Findings suggest that there are no programs in the region that serve adults with severe disabilities. A major effort must be undertaken to enhance the availability of services for those with the most severe disabilities to create a more equitable region for adult learners.

- **Outreach and Marketing for Programs are Lacking**
  Engaging a broad coalition in communicating the urgent need to improve basic skills is needed. Unfortunately, adult education programs do not have the resources to adequately create awareness in the community of educational opportunities for adult students. Transforming an adult learning infrastructure cannot single-handedly decrease the number of adults lacking the basic skills and credentials to obtain a family-sustaining job and participate in a changing economy. A significant amount of public awareness and engagement is necessary to engage more adults in continued learning.

- **Workforce Preparedness is Needed**
  Studies show that the local economy is improving which, in turn, will promote new job creation. In addition, the "baby boomer" generation is nearing retiring age, which means there will be additional job openings in the near future. The Glendale region needs to bolster its efforts to prepare adult learners for entrance into the workforce.

- **Community Partnerships Need Strengthening**
  A range of partners in service delivery are needed to meet the diverse needs of adult learners. Within the Glendale region, as in many areas throughout California, adult education providers have worked independently from each other. The region needs to continue to embrace the diversity of organizations engaged in basic skills development, rather than attempt to put any one system "in charge." The most effective way to provide adult learners with customized packages of learning services will be through collaborative partnerships involving multiple organizations in a region.

- **Availability of Student Outcome Data is Lacking**
  The amount and availability of student outcome data is lacking throughout the region. Additional measures to assess overall impact of adult education programs are needed. Sample measures include: a change in a participant's employment or economic status, such as obtaining a job or going off public assistance; attainment of a diploma, skill certificate or other formal acknowledgment of completion of a program of study or training; and

participant's continuation in an education or training program after leaving the adult education program.

With a more unified collaborative effort, the team can create a plan that captures essential data from our adult learner population with emphasis on course completion, certificate attainment, and job placement.

Conclusion & Recommendations
The following are specific recommendations for program enhancement based on the data collected from the needs assessments and discussions with the consortium team:

1. **Create Seamless Transitions and Pathways**
   Improving transition of students from adult education to postsecondary education or the workforce is an institutional priority for community college and adult education programs. Policies and programs must develop articulation agreements and standardized pathways to ensure learning efforts will be recognized across a variety of institutions. Strategically aligned funding is also required to support a comprehensive adult learning strategy.

2. **Develop a Comprehensive Student Support System**
   Student support services can have a significant impact on adult student's retention and successful transition to postsecondary education or the workforce. Personalized supports are needed provided before, during, and after student's transition to college credit courses. Additional support services for students in the form of academic and career counseling, tutoring, computer access, structured study halls will be added to the current array of services at GCC's Continuing Education.

3. **Offer Opportunities to Support Student Success and Acceleration**
   Many adult education students manage multiple responsibilities making difficult to complete an education program of study. For this reason, it is critical that regional programs are developed to allow students to more quickly complete coursework so they can transfer to credit courses and or employment.

4. **Build Faculty, Staff and Institutional Capacity**
   It is essential to build capacity to move the AB86 work forward. The regional capacity building strategy is two-fold: 1) build the knowledge base of faculty and staff on student success strategies and the consortium's capability to create, absorb, and adapt to new knowledge, including the reform of its adult education system and 2) expand the institutional infrastructure with additional faculty and staff to meet adequately support the instructional and support services for students.

5. **Create Access to Programs & Services**
   Expand course offering to adequately meet the demand for services in the region. According to staff and student input, sufficient course sections are not available throughout the year to meet the demand for programs and services. There is a clear need to expand ESL and noncredit Business courses to adequately serve the Glendale region to increase English literacy rates and develop workforce training.

6. **Create Awareness in the Community of Educational Opportunities for Adult Students**
   A public awareness campaign should be implemented that creates a culture committed to lifelong learning and the conviction that learning helps adults achieve their goals. Key to this message is emphasizing that learning is a lifelong process, that it is important to economic success, and that there are learning opportunities for adults at all levels.

7. **Strengthen Education, Community, and Industry, Partnerships**
   Collaboration is at the heart of the regional adult education strategy. The consortium worked together to identify the needs for additional adult education services. Equally important was the collaborative effort in leveraging the expertise from education and program leaders across the consortium team to pinpoint the strategies believed to be the most effective in addressing the gaps in adult education. The AB86 planning process has reinforced regional partnerships and encouraged the breaking down of silos and leveraging the necessary resources to support students along their education and employment pathways. Consortium members and partners, including workforce development, government, and social service agencies plan on strengthening existing and creating new partnerships to leverage new resources. The consortium team also recognizes that in order to adequately prepare adults to be competitive participants in a growing "knowledge economy" that a regional partnership strategy between K14 school district programs and regional adult education community is a fundamental step in creating programs and services that are consistent across campuses and supporting student's success.

Requested Funding
We believe that the Glendale's Adult Education Regional Plan is consistent with the Mission and interest of AB86 and are requesting $3,386,229 from the state of California to support our Adult Education Regional Plan that is poised to make a meaningful difference in the lives of adults in the community.

Funding Summary

Transition & Pathways	$1, 613, 129
Student Success & Acceleration	$815, 600
Faculty, Staff and Institutional Capacity	$674, 500
Access to Programs & Services	$190, 000
Accountability	$93, 000
First Year Estimated Cost	**$3, 386, 229**
Estimated Cost Over Three Years	$10, 158, 687

Three-Year Implementation Plan
The action plan assembled by the workgroup is to be rolled out over a three year period with each year consisting of increasing implementation, assessment, and evaluation. Year one will consist of the finalization of a plan for implementation with an effort to build regional capacity of the programs and services provided. Year two will see the initial steps towards implementation with a preliminary assessment of program effectiveness and needs. Year three will incorporate program revisions as needed with recommendations for expansion of programs and services as determined by the workgroup.

Evaluation & Accountability
Implementation monitoring and evaluation is a key element in the accountability framework. It is aimed at improving the efficiency and effectiveness of the action plan implementation. The framework will be based on targets set and activities planned during the planning phase. It will help to keep the work on track, and can let management know when things are going wrong. Furthermore, consistent and close monitoring will help determine whether the resources available are sufficient and appropriate, and whether goals are being met. A formative program evaluation will be completed at the end of each academic year to measure overall effectiveness and actual projects impacts against the agreed strategic plan. A summative program evaluation will be completed at the end of year 3.

Summary
One thing is clear about transforming California's adult learning infrastructure: we are in this together. If people in California are not getting the education they need, for whatever reason, all of us are affected. We have some tough work ahead of us to reinvent adult learning. Together, we will move forward in building a better future for adults in the Glendale region.

II. INTRODUCTION

ORGANIZATIONAL STRUCTURE AND MEMBERSHIP

Glendale Community College District (GCC) and Glendale Unified School District (GUSD) make up the membership of the consortium defined under this project. GCC was founded in 1927 to serve the needs of the people in the Glendale Union High School District which included La Crescenta, Glendale, and Tujunga. The school was founded as Glendale Junior College and from 1927 to 1929 conducted classes in the buildings of Glendale Union High School at Broadway and Verdugo in the City of Glendale. In 1929 the junior college moved to the Harvard School plant of the Glendale Union High School District where it remained until 1937. In this year a new plant, part of the present one, was completed and occupied. The year before, in 1936, the Glendale Junior College District was dissolved as such and became a part of the new Glendale Unified School District. The name of the school was changed to Glendale College in 1944. On July 1, 1970 Glendale College became a part of the Glendale Junior College District. On April 20, 1971 the Board of Education adopted a resolution changing the District name to Glendale Community College District. A mutual agreement between GCC and GUSD, through a delineation of functions in the 1970's, established GCC as the primary source of adult education for the city of Glendale and the surrounding communities. Adult education has been offered to the surrounding community since the early 1930's.

Compared to all of California Community Colleges with a student headcount of 8,431 in the 2013-2014 academic year, the Glendale Community College's Continuing Education programs have been in the top 10 in student enrollment for noncredit. The mission of GCC's Garfield Campus Continuing Education is to provide education and student services to the local community, meeting the critical needs of adults and high school students to achieve success through continuing education, workforce training, and college preparation aligned with district mission goals.

The Glendale Unified School District provides a high quality education that addresses the unique potential of each student in a safe, engaging environment. The vision of GUSD is that "students are creative, critical thinkers who act responsibly, communicate effectively, and apply knowledge in a diverse, ever-changing world". GUSD has a well-known reputation for providing a high quality education in the community exemplified by its various achievement awards including ranking in the top three percent for Glendale High Schools by US News and World Report.

GUSD is comprised of 31 Schools and over 2,620 employees, serving 27,000 students in grades Kindergarten through 12th grade. GUSD serve a culturally diverse group of children with innovative educational programs. Dating back to 1879, the Glendale Schools have a long-standing reputation of commitment to achieving the highest standards on campuses, which are safe and secure places for learning. Located within the district's boundaries are all of the City of Glendale, a small portion of the City of La Cañada Flintridge and unincorporated Los Angeles County communities of La Crescenta and Montrose. In 2002 Glendale was the third largest district in the county and in the top 30 in size in California. School district facilities include 20 elementary schools (grades K-6), four middle schools (7-8), three comprehensive senior highs (9-12), a magnet high school, one continuation high school, a developmental center for multi-handicapped students, and numerous child care centers serving preschool or school-age children. With more than 3,000 teachers, administrators and support staff on the education team, Glendale Schools are one of the area's largest employers.

GCC and GUSD have an English Collaborative project to strengthen pathway to college and have been working on a Math Collaborative project together with Burbank Unified School District and others to enhance teaching and learning and increased successful transition from highs school to college. Other collaborative projects include Perkins IV Career and Technical Education Act (CTEA), CTE Transitions, PCC/GCC CTE Community Collaborative, Title V GAUSS grant, Title V CSUN HIS-SSTEM AIM for K16 grant, a dual enrollment agreement at Clark Magnet School, culinary training of K12 faculty, robotics exhibits/activities, contextualized teaching and learning professional development, K-14 counselor training, as well as future formal grants through Career Pathways Trust with continued ongoing educational collaborations.

PARTNERSHIPS

It was recognized early in the planning process that in order to adequately meet the demand for adult education programs and services in the region, all stakeholders would need to work closely together to jointly develop a regional strategy to identify and address the needs in adult education. Adult education providers in the area including community-based organizations and workforce development agencies were invited to join the planning consortium team. Partners in this collaborative plan currently include the Verdugo Workforce Investment Board (VWIB), Burbank Unified School District (BUSD), City of Glendale Library Arts & Culture, Armenian Relief Society, Catholic Charities, International Rescue Committee, and the Employment Development Department. These partners provide adult learners with educational and vocational resources applying a convergent effort to implement a successful pathway towards higher learning and economic progress in our region. The partnerships include faculty and managers who are directly involved with workforce development as well as adult education, while seeking input from student learners in the Glendale region. A detailed summary of each partner in included below:

Verdugo Workforce Investment Board (VWIB)

The Verdugo Workforce Investment Board (VWIB) develops workforce policies and oversees state and federal funding for the cities of Burbank, Glendale and La Cañada-Flintridge. The VWIB has two service providers in the region, the Verdugo Jobs Center and Burbank Workforce Connection. Through its service providers, the VWIB helps job seekers to find opportunities and build careers through job training. The WIB also helps identify business needs and provides direct assistance to businesses that may have workforce needs, capital needs, or other service needs. For at least the past 15 years and since the start of the federal Workforce Investment Act, the VWIB has taken a very strategic, calculated approach to identifying workforce needs in the local economy and has devised innovative strategies to address those needs. The VWIB is astutely aware of industry forces and trends that represent the local labor market. This information is critical to focused planning.

Burbank Adult School, Burbank Unified School District

BUSD provides a comprehensive, balanced educational program for kindergarten through grade 12. Eleven K-5 elementary schools, three middle schools, two comprehensive high schools, and a continuation high school serve a diverse and culturally enriched student population of more than 15,000. Burbank Adult School currently serves over 2,000 students of the district's total enrollment. The proximity of Burbank Adult School to the Glendale District region creates a natural partnership in service delivery to the adults in our region.

City of Glendale Library Arts & Culture

The Library Arts & Culture department offers services to help adults improve their reading, writing, and speaking. The Adult Literacy Program helps adults who want to learn English as well as English-speaking adults who need to improve their reading and writing skills. Conversation classes and one-on-one tutoring sessions are offered. GED instruction in a small group setting is provided as well. All of these services promote adult learning in the Glendale region.

Armenian Relief Society

The Armenian Relief Society is an international, non-profit organization dedicated to offering education, social services, family services, culture and humanitarian aid to those in need. ARS offers two programs around adult literacy including: English as a Second Language (ESL) citizenship, life skills offered to 45-50 senior refugees, and an ESL program that is focused on civics for participants in the Department of Public Social Service's employment program.

Catholic Charities of Los Angeles, Inc.,

Catholic Charities of Los Angeles, Inc. is the social services arm of the Archdiocese of Los Angeles. CCLA is nonprofit, public benefit corporation that provides programs that address human suffering and larger social issues, such as poverty, hunger and

nutrition, homelessness, immigration, health care, mental health and illiteracy. CCLA maintains an office in Glendale to serve the elderly, children, refugees, and people who are at-risk of homelessness. Program services include food pantries; case management; a clothing and thrift store; rent & utilities payments; no cost pre-school; sports for children; art & music for youth; academic support, including resources for those with disabilities; a forum for parents; literacy for adults; in-home support for the elderly; nutrition classes; job training for refugees and immigrants; citizenship services; and English classes.

International Rescue Committee

International Rescue Committee is a global humanitarian aid, relief and development non-governmental organization. IRC was founded in 1933 and offers assistance to refugees forced to flee from war or disaster. IRC works in over 40 countries and 22 U.S. cities. The IRC in Los Angeles has been in operation since 1975. Their Citizenship program started in February 2012 and has served 480 students. Since 2012, their Early Employment program (Matching Grant) has served more than 270 people.

Employment Development Department

The Employment Development Department offers the Verdugo region a variety of services including in the following program areas: Job Service, Unemployment Insurance, Disability Insurance, Workforce Investment, and Labor Market Information.

SHARED LEADERSHIP STRATEGIES

Once it was apparent that funds were going to be provided to develop regional consortia of K-12 and community college districts, informal contacts were made with discussions regarding how to organize a regional collaborative. Educational leaders met to discuss how to best collaborate and utilize existing relationships in response to AB86. Meetings were held starting in September 2013 and continued through February 2015.

It was agreed by consensus that GCC would be the fiscal agent and coordinate the reporting activities relevant to the plan. MOU's were signed by members and partners to establish a commitment to work together. A Certificate of Eligibility Cover Sheet was submitted as required on a timely basis. Discussions have continued to determine specific budgetary aspects of the plan that would be aligned to the plan guidelines and the needs of members and partners in the collaborative process.

This consortium has adopted a consensus decision making strategy. During the monthly planning meetings, consortium members and partners have made decisions collaboratively regarding the development of the regional comprehensive action plan. The Glendale Regional Adult Education Consortium (GRAEC) will continue working together and formalize agreements as needed from consensus to member/participant voting (if needed).

PROJECT PLANNING ROLES & RESPONSIBILITIES

The fiscal agent and project director is Dr. Alfred Ramirez, Administrative Dean of Workforce Continuing and Community Education for Glendale Community College. The member contacts from Glendale Unified School District include Doug Dall, Principal of Clark Magnet High School, Dr. Scott Anderle, Director of Student Support Services, and Sherry Kully, Coordinator I for the Magnet Schools Assistant Program. Representatives from consortium partner agencies include: Don Nakamoto, Executive Director of the Verdugo Workforce Investment Board; Emilio Urioste, Jr., Director Adult Education, ILA & CTE, Burbank Adult School; Cynthia Cleary, Director of Glendale Library Arts and Culture; Sona Zinzalian Executive Director of the Armenian Relief Society; Michael Dolphin, Area Chief, Employment Development Department; Martin Zogg, Executive Director, International Rescue Committee; and Brenda Thomas, Central Intake Unit Department Director, Catholic Charities, Inc.

The researcher and project manager is Dr. Amalia Márquez. The responsibility for reporting and submitting required reports is currently the responsibility of the project director and project manager. The project manager implemented the planning grant activities and conducted the needs assessment of adult education programs and services in the region. A clerical assistant was hired to provide assistance with the scheduling and organizing materials for planning meetings, focus groups, and community forums. The clerical assistant also performed basic research duties and data entry tasks.

CONSORTIUM PLANNING PROCESS

The consortium members began formally meeting in June 2014. Members continued to meet through February of 2015 to review needs assessment findings, discuss what the gaps are in adult education services and develop a comprehensive regional action plan that addresses how to enhance and expand programs in the region.

WORKGROUPS

Beginning in October 2014, the consortium planning was focused in addressing the particular objectives of AB86 including: developing collaborative professional development strategies to foster K-12 and postsecondary alignment, support ongoing assessment and improvement of student outcomes, marketing programs, and leveraging existing regional assets and structures to support programming. In addition, consortium members/partners worked to develop plans by program area (ABE/ASE, Classes for Immigrants, CTE, Programs for Apprentices, and Programs for Adults with Disabilities). These plans include creating pathways so that students can more easily move from the K-12 system to noncredit programs, higher education or employment, and integrating proven practices to accelerate student's progress towards their goals.

Because the planning was substantially program specific, the consortium structure was reconfigured to facilitate the work and to engage additional faculty and staff from each

organization. For example, in addition to the current team, workgroups representing each of the designated program areas were formed. Each workgroup was led and represented by content "experts" in each program area including current consortium faculty, staff, and administrators and any new partners that were invited to participate. Other stakeholders, such as students were invited to the workgroup planning meetings. With research and technical support from the VWIB, the groups worked to identify the most pronounced gaps in their program area and developed strategies for pathways and best practices to accelerate student success. The consortium's current team continued meeting monthly and the subcommittees met separately as needed to develop their planning. Below is a list of workgroups and their members.

Table 1. Workgroups by Program Area

ELEMENTARY & SECONDARY BASIC SKILLS
• Jan Young, Division Chair Noncredit Business & Life Skills, Glendale Community College Continuing Education • Emilio Urioste, Jr., Director Adult Education, ILA & CTE, Burbank Adult School
CLASSES FOR IMMIGRANTS
• Dr. Lia Lerner, ESL 5 Resource Teacher, Burbank Adult School • Melina Hovsepian, ESL & Citizenship Instructor, International Rescue Committee • Sona Zinzalian, Executive Director, Armenian Relief Society • Bill Fraser, Catholic Charities, Los Angeles, Inc. • Deborah Robiglio, Division Chair, Non Credit ESL, Glendale Community College Continuing Education • Karen Hamilton, Vocational ESL Instructor, Glendale Community College Continuing Education • Emilio Urioste, Jr., Director Adult Education, ILA & CTE, Burbank Adult School • Keith Kesler, Librarian, Instructor, City of Glendale Library Arts & Culture
PROGRAMS FOR ADULTS WITH DISABILITIES
• Dr. Rick Saunders, Transition Coordinator, Foothill SELPA • Alana Theard, Employment Network Coordinator, Verdugo Jobs Center • Ellen Oppenberg, Learning Disability Specialist, Faculty, and WAIII Employment Specialist, Glendale Community College • Dr. Maria Czech, Adult Basic & Secondary Education Coordinator, Glendale Community College, Continuing Education
SHORT-TERM CAREER TECHNICAL EDUCATION
• Dr. Alfred Ramirez, Administrative Dean, Glendale Community College, Workforce Development, Continuing & Community Education • Sona Zinzalian, Executive Director, Armenian Relief Society • Joylene Wagner, Resource Specialist, Verdugo Workforce Investment Board • Don Nakamoto, Executive Director, Verdugo Workforce Investment Board • Jan Swinton, Dean, Instructional Services & Workforce Development, Glendale Community College

TEACHER & FACULTY INVOLVEMENT

Faculty is an integral part of the planning process. Faculty have been engaged and involved in developing, reviewing, and supporting the consortium's regional planning efforts. Currently, there is faculty representation on the consortium team by teaching staff from GCC's School of Continuing Education and GUSD's Daily Continuation High School.

Representing GCC's Continuing Education on the consortium planning team is Deborah Robiglio, Division for Noncredit ESL, Jan Young, Division Chair for Noncredit Business and Life Skills, and Dr. Maria Czech, Student Success Center Coordinator. As faculty leads and representatives on the planning committee, Deborah, Jan, and Maria keep Division and Student Success Center faculty abreast of consortium deliberations and provide an opportunity to give input.

Feedback is being collected from faculty and teachers that are not a part of the consortium monthly planning meetings to ensure that they inform the development of the regional comprehensive plan. To date, meetings have been held with the noncredit faculty from the Student Success Center, ESL Division, and teachers from GUSD's Daily Continuation High School. Meetings are also scheduled with noncredit faculty from Business and Life Skills in early January 2015. Meetings are meant to provide an AB86 information presentation and facilitate a discussion on faculty perspectives of adult education needs and potential strategies to address the needs. A meeting is also scheduled with Career and Technical Education credit faculty and staff to discuss AB86, how to best prepare adult students for credit programs, and potential pathways into their entry level CTE vocational programs.

COMMUNICATION

Since regional collaborations are already informally and formally in place, the planning process was discussed among the current members as information was released regarding AB86. Outreach to partners was made and partners outreached to members upon receipt of additional AB86 information. Social service agencies already working collaboratively with adult education were contacted as an invitation to be partners with the regional collaborative. Lists of agencies and contact personnel are readily available and were used to solicit participation. A website was created to provide an additional source for communication (https://sites.google.com/site/glendaleab86collaborative/).

Wider and more inclusive informational meetings that may be relevant to specific stakeholders will be held. Community forums and open houses will serve to outreach to students, faculty, other potential partners as well as community stakeholders. A marketing and communication campaign is also underway to spread the word about AB86 to the regional community. An AB86 Information Brochure that defines the grant, timeline, who's involved, and implications in a user friendly format will be developed. The brochure can be handed out during different events such as AB86 meetings,

events, and presentations. The brochure will also be displayed at different locations including the main offices of GCC's Continuing Education, GUSD, and consortium partners.

GCC's Public Information Office will be writing an AB86 Press Release and submitting it to the following media outlets:

   a. Chancellor's Office Communications Director and college organization publications as appropriate
   b. Traditional media
   c. Event/calendar websites
   d. News blogs
   e. GCC's student newspapers: El Vaquero, and any other student news publications
   f. Rotary and Kiwanis Clubs.

GCC's Public Information Office will also be posting AB86 information throughout the GCC Community including on GCC's electronic sign, Facebook, Twitter, Weekly Bulletin and monthly even calendar, and the Monthly News Press column.

Publicizing of AB86 is being done with parents of GUSD elementary school students to inform them of adult education programs. Research has shown that children with more highly educated parents develop higher aspirations for their own education and attain more education by age 19[4]. With this in mind, outreach is currently underway with GUSD parents to inform them of AB86 as well as letting them know about the different adult education programs at GCC. For example, AB86 information has been shared with parents through the Glendale Council PTA (Parent Teacher Association), which serves and represents the schools of the Glendale Unified School District. Joylene Wagner, Resource Specialist of the Verdugo Workforce Investment Board provided parents with a review of AB86 and other Pathway efforts during their September 2014 PTA meeting. In addition, Sandy Russell, current Glendale Council PTA Vice President, and Chair of the Verdugo School-to-Career Coalition, regularly shares consortium efforts with Glendale and Burbank parents and parent representatives during coalition meetings.

Lastly, the City of Glendale will be informing residents of the planning grant via a Press Release and the city's monthly newsletter. The marketing and communication campaign is expected to take place in March, 2015.

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[4] Dubow, E. F., Boxer, P., & Hussman, L. R. (2010). Long-term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations. Merrill Palmer Q (Wayne State Univ Press). 2009 July; 55(3): 224–249. doi:10.1353/ mpq.0.0030.

NEEDS ASSESSMENT

A regional needs assessment of adult education was conducted to evaluate the state of adult education in the region and to identify any gaps in services and areas that need further development. The evaluation commenced in late April of 2014 and concluded January 2015. The needs assessment activities are comprised of examining local demographic data, labor market information, and collecting feedback from program staff, community stakeholders, local employers, and students. Table 2 lists the types of information that will be collected and where the information will be retrieved.

Table 2. List of Data Collected

Data	Sources
General program information	Organization/program websites
Programmatic data (enrollment, ADA/FTES, cost for programming, funding)	Program staff
Regional demographic data including population, education, and economy/labor market trends	U.S. Census Bureau, California Department of Education, Employment Development Department, U.S. Bureau of Labor Statistics
Feedback from program staff	Program leader, faculty, and staff interviews
Feedback from students	Student focus groups
Feedback from local employers	Employer/industry representative interviews in the entertainment, healthcare, and manufacturing industries

II. AB86 PLANNING OBJECTIVES

An evaluation of the *current levels and types of adult education programs* within the region was conducted. The regional assessment included a scan of adult education programs in the Glendale and Burbank area to see what was available in the realm of education for adults in credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

CONSORTIUM PLAN OBJECTIVE #1: AN EVALUATION OF CURRENT LEVELS AND TYPES OF ADULT EDUCATION PROGRAMS IN THE REGION

There are a variety of programs and services that are available to adults in the region. The Table 5 provides a birds-eye view of the types of programs that are offered.

Table 3. Adult Education Landscape

	Provider	Elementary & Secondary Basic Skills	Classes for Immigrants	Education Programs for Adults with Disabilities	Short-Term Career Technical Education Programs	Programs for Apprentices
Community College	Glendale Community College, Garfield Campus	X	X	X	X	
K-12 School District	Glendale Unified School District			*X		
	Burbank Adult School	X	X		X	X
Social Service	Armenian Relief Society		X			
	Catholic Charities, Los Angeles, Inc.		X		X	
	International Rescue Committee		X			
Government Agency	City of Glendale, Library Arts & Culture	X	X			
One-Stop Employment Center	Verdugo Jobs Center			X	**X	***X

Notes:

*GUSD's Workability Program is geared towards high school students; however, there are some students over 18 years of age participating in the program.

**The Verdugo Jobs Center subsidizes CTE classes offered at provider sites

***The Verdugo Jobs Center is currently developing two apprenticeship programs with the Musicians Union and Operation Engineers

Adult Basic & Secondary Basic Skills
Currently Glendale Community College, Burbank Adult School, and Library Arts Culture offer elementary and secondary basic skills classes including basic reading, math, and writing; GED preparation; and high school diploma classes.

Adult Basic & Secondary Basic Skills at GCC's Continuing Education
Adult basic and secondary courses are all designed for adult students who study at their own pace to improve their basic skills, prepare for a High School Equivalency Exam, or to complete their high school education with a diploma. Courses are offered in small class settings, have computer-aided and individualized curriculums.

Table 4. Developmental Skills Courses

Class Name	Number of Sections Spring 2015	Number of Sections Summer 2015
DSL 010 – Basic English	3	3
DSL 015 – Vocabulary Development	3	3
DSL 020 – Basic Math	3	3
DSL 021 – Arithmetic 1A	3	3
DSL 022 – Arithmetic 1B	3	3
DSL 023 – Algebra 1A	3	3
DSL 024 – Algebra 1B	3	3
DSL 025 – Geometry 1A	3	3
DSL 026 – Geometry 1B	3	3
DSL 027 – Applied Mathematics	3	3
DSL 030 – Life Science 1A	3	3
DSL 031 – Life Science 1B	3	3
DSL 032 – Physical Science 1A	3	3
DSL 033 – Physical Science 1B	3	3
DSL 034 – Health and Guidance	3	3
DSL 040 – World History 1A	3	3
DSL 041 – World History 1B	3	3
DSL 042 – US History 1A	3	3
DSL 043 – US History 1B	3	3
DSL 044 – American Government	3	3
DSL 045 – Economics	3	3
DSL 048 – Psychology	3	3
DSL 050 – Basic Reading	3	3
DSL 053 – Literature and	3	3

Composition		
DSL 060 – GED Preparation	3	3
DSL 061 – GED Lab	1	0
DSL 070 – Career Exploration	3	3
DSL 110 – English 9A	3	3
DSL 111 – English 9B	3	3
DSL 112 – English 10A	3	3
DSL 113 – English 10B	3	3
DSL 114 – English 11A	3	3
DSL 115 – English 11B	3	3
DSL 116 – English 12A	3	3
DSL 117 – English 12B	3	3
DSL 147 – World Geography 1A	3	3
DSL 148 – World Geography 1B	3	3
DSL 149 – Art History 1A	3	3
DSL 150 – Art History 1B	3	3

High School Equivalency Exam Preparation

The preparation program is comprised of small group classes and individualized work and is designed to prepare students to take the GED (General Educational Development) test or the High School Equivalency test or HiSET. This course covers all five areas of the test: reading, writing, social studies, science, and mathematics and includes small group instruction. This is a self-paced course in an open-entry, open-exit lab environment. Classes run all four semesters.

GED Test Practice

After students have registered for the GED program and studied for the exam, they have the opportunity to take three versions of the official GED Practice Test in order to see if they are prepared to sign up to take the GED practice test or the HiSET. Testing facilities are on site for both the GED and HiSET. Students are able to test monthly.

The Adult Basic Education (ABE) Program

The Adult Basic Education (ABE) program is for students who wish to improve their reading, writing, and/or math skills. The program includes small group instruction, computer lessons, videos, and textbooks. Students are assessed to determine what level they are in for each subject. They are then given a contract to complete in each area.

Students who successfully complete Basic English, Basic Math, and Basic Reading courses are eligible to receive a California Community College Chancellor's Office approved Adult Basic Education Certificate of Completion.

Adult High School Diploma Program
Local high school students have to option to concurrently enroll in classes at the Garfield campus to earn credits towards their local high school degree. Individuals (18 years of age and older) can receive a High School Diploma from Glendale College by: completing four years of English, three years of social studies (1 year of world history, 1 year of United States history, 1 semester of American government, and 1 semester of economics), two years of science (1 year of physical science and 1 year of biological science), one year of algebra, one year of geometry, one semester of career preparation (or equivalent work experience), one semester of computer technology, one semester of health, one year of art, music, or foreign language, and 10 semesters of electives for a total of 185 credits.

A minimum of 20 credits must be completed in residence. Credit courses taken at Glendale Community College may count as courses completed in residence. In addition, in order to graduate, students must prove competency in reading, writing, and mathematics. These requirements can be met by passing either High School Equivalency Test, passing the subject portions of the CAHSEE, taking the GCC assessment test and placing into English 192 for reading, English 120 or higher for writing, and Math 141 or higher for math.

High School Credit Recovery Program
The Student Success Center at the Garfield campus offers students who are currently enrolled in a high school the opportunity to make up credits or earn additional credits towards their diploma. Students must have a referral form from their counselors that is signed by their parents before they are eligible to enroll in the program. After attending an orientation session, students are given a contract to complete. The contract lists the textbook(s) needed, the chapters and assignments, and the tests. Students must successfully complete the entire contract within the time allowed in order to earn credits for that course.

Table 5. Enrollments, Elementary & Secondary Basic Skills

Elementary & Secondary Basic Skills						
Organization Type	Provider	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable	FY 2013-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable
Community College	Glendale Community College	3,020	1,636	239.9	1,451	176.6
K-12 District	Burbank Adult School	1,529	1,506	143.78	1,331	147.31
Government Agency	Library Arts & Culture	213	99	N/A	169	N/A

Assessment of Quality & Adequacy

Quality The High School Equivalency Exam Preparation program provides an important link to achieve the long-term success of adults by passing the GED test. The GED passage rate at the Garfield Campus is 79%, a rate higher than centers in the same area of California, and higher than the statewide average of 69% (*GED California – 2012 Annual Statistic Reports by Center*; See Appendix B*)*. In addition, two Chancellors' Office approved certificates of completions are offered for GED and an Adult Basic Skills.

Adequacy Based on two dimensions of college readiness including—academic preparedness and academic tenacity adult education students at the Garfield campus are not prepared to enter into a postsecondary education programs according to feedback from students and noncredit and credit staff and faculty. To illustrate this point, based on cohort data of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline it is evident that many students need remediation in Math and English. Approximately 33.8% of credit students place in remedial Math and 52% place into remedial English.

Furthermore, the High School Equivalency Exam Preparation program is in high demand in the region. For example, High school students come from over 30 high schools (public and private) in the surrounding area to take courses to prepare and obtain a high school diploma or GED. Based on these trends, and expansion of courses and programs is warranted to boost students basic skills so they can become college ready.

Classes for Immigrants

Glendale Community College, Burbank Adult School, Library Arts & Culture, Armenian Relief Society, and International Rescue Committee offer classes for immigrants. Catholic Charities also offers Acculturation/Life Skills Workshops and employment readiness/job placement services for immigrants in the area.

Table 7. Classes and Workshops for Immigrants

Classes for Immigrants					
GCC	BAS	LAC	CCLA	ARS	IRC
ESL VESL Citizenship Conversation Computer basics for ESL students	ESL Citizenship	ESL	Acculturation/Life Skills Workshops Employment readiness and job placement services	ESL Citizenship Life Skills ESL/CIVICS	ESL ESL/CIVICS

English as a Second Language at GCC Continuing Education
The noncredit English as a Second Language (ESL) program at Glendale Community College consists of an organized sequence of courses to provide instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals. English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading and writing, and may integrate other areas such as computer literacy, cultural competency, study skills and life skills.

Six levels of ESL classes, Level 0 through Level 5, are available for students. Reading, writing, listening, and speaking skills are integrated into each class. There are also specialized ESL skills classes: conversation, computer basics for ESL students, citizenship, and classes for older adults. A number of these classes incorporate computer literacy skills as well.

Table 6. English as a Second Language Courses

Class Name	Number of Sections Spring 2015	Number of Sections Summer 2015
ESL 010 – English as a Second Language Level 1	15	8
ESL 020 – English as a Second Language Level 2	12	7
ESL 030 – English as a Second Language Level 3	13	7
ESL 040 – English as a Second Language Level 4	9	5
ESL 050 – English as a Second Language Level 5	3	3
ESL 080 – Beginning Conversation	5	4
ESL 081 – Intermediate Conversation	7	6
ESL 082 – Advanced Conversation	7	4
ESL 090 – Citizenship	1	1
ESL 1 – English as a Second Language Literacy	9	6
ESL 5 – English as a Second Language for Older Adult Learners	1	0

College Readiness ESL
The College Readiness ESL program (CRESL) offers noncredit ESL instruction to students who are planning to enter the credit program to attain a degree or certificate at GCC and/or a university. The CRESL curriculum includes additional academic writing to help students prepare for the academic credit classroom.

Vocational English as a Second Language (VESL)
Vocational English as a Second Language (VESL) courses prepare students with the language skills they need to pursue a new career or expand their current job skills. VESL courses make the pathway from basic skills to academic or certificate programs more efficient.

Noncredit ESL Certificates
Students have the opportunity to ear state-approved certificates show that they have mastered basic English skills at three different levels. There are three certificates students can earn including: Noncredit Beginning Level ESL Certificate, Noncredit Intermediate Level ESL Certificate, and the Noncredit Advanced Level ESL Certificate.

English as a Second Language Citizenship
The Garfield Campus offers English as a Second Language Citizenship classes for those who want to learn more about the history and government of the United States and prepare for the oral interview citizenship test.

Table 8. Enrollments, Classes for Immigrants

Classes for Immigrants						
Organization Type	Provider	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable	FY 2013-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable
Community College	Glendale Community College	6,474	4,550	1,720.4	4,632	1865.8
K-12 District	Burbank Adult School	3,490	1,492	312.06	1,415	298.14
Government Agency	Library Arts & Culture	213	99	N/A	169	N/A
Social Service	Armenian Relief Society	100	178	N/A	140	N/A
	International Rescue Committee	100	384	N/A	109	N/A

Assessment of Quality & Adequacy

Quality The adult literacy program through GCC's Continuing Education are well recognized in the region by practitioners and community members. Many students, for example, expressed that they hear of the ESL programs and services through word-of-mouth conversations with current or prior students who share information about the quality of instruction and also regarding how they can access classes. Interviews with program staff also point to the trend that most of the instructors are "highly qualified" and have their master's degrees in the content areas they are teaching in.

Adequacy There is a high volume of non-English speakers in the region. Based on population estimates, over half of Glendale's total population was born outside of the U.S. Furthermore, approximately 44% of the residents speak another language other than English (U.S. Census American Community Survey, 2011). According to staff and student input, there are not sufficient course sections available throughout the year to meet the demand for programs and services. There is a clear need to expand ESL courses to adequately serve the Glendale region to increase English literacy rates.

Education Programs for Adults with Disabilities

Programs and services offered to disabled adults vary by consortium members/partners. Transition, life skills, self-sufficiency, and employment programs and services are currently offered through Glendale Community College, GUSD's Foothill Special Education Local Plan Area (SELPA), and the Verdugo Jobs Center.
It is important to note that there are currently no specific noncredit classes designed for disabled individuals exclusively in the region. Burbank Adult School used to offer an AWD program, but due to budget constraints, Burbank Adult School was required to close its AWD program during the economic downturn.

Glendale Unified School District

- *Foothill Special Local Plan Area (SELPA)* is a consortium that provides all special education service needs of students residing within GUSD, Burbank, and La Cañada Unified School Districts. Foothill SELPA facilitates high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

- *Foothill Area Community Transition Services* As an extension of special education services in the Foothill SELPA, students with disabilities ages 18-22 may participate in FACTS (Foothill Area Community Transition Services). Located at the Pacific Avenue Education Center, the FACTS Program provides students with a natural transition to adult life. Individualized Education Program

(IEP) for FACTS students include: continuing education, vocational training and support, domestic skills training, community and recreational activities.

- *Workability I at Glendale Unified School District* WorkAbility I is a nationally recognized school-to-work program that provides comprehensive pre-employment training, employment placement and follow-up for high school students (ages 14-22) in special education who are making the transition from school to work. The vision of the California Department of Education (CDE), Special Education Division is that all individuals with disabilities will successfully participate in preparation for the workplace and independent living. The mission of WorkAbility I is to promote the involvement of key stakeholders, including students, families, educators, employers, and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality adult life.

Glendale Community College

- *Workability III* is a school and community transition program working to benefit students, employers, and the community at large. It currently serves approximately 25 students per semester. The program promotes independent living and provides comprehensive pre-employment and follow-up services for adult students with disabilities. The students also have the opportunity to obtain marketable job skills while completing their education. The program provides: an evaluation of student's interests and abilities, screens applicants for job-related skills and appropriate work attitude, employment preparation, instruction, placement and support; vocational training according to student needs; placement assistance and continual follow-up; and coordination of services with businesses, education, community, and government agencies.

Verdugo Jobs Center
The Verdugo Jobs Center offers several services to adults with disabilities that focus on self-sufficiency and employment counseling and placement.

- *The Work Incentives Planning and Assistance (WIPA)* Program enables social security beneficiaries with disabilities to make informed choices about work, and to support working beneficiaries to make a successful transition to self-sufficiency. Beneficiaries receive in-depth counseling about benefits and the effect of work on those benefits. Approximately 220 adults with disabilities are served each year.

- *The Disability Employment Initiative (DEI)* aims to improve education, training and employment opportunities and outcomes for youth and adults with disabilities

who are unemployed, underemployed and/or receiving Social Security disability benefits. DEI serves about 125 adults per year.

- ***The Employment Network*** is comprised of Social Security's Ticket to Work program supports career development for people with disabilities who want to work. Social Security disability beneficiaries age 18 through 64 qualify. The Ticket Program helps people with disabilities progress toward financial independence. The Ticket program is free and voluntary and serves approximately 84 adults a year.

Assessment of Quality & Adequacy

Quality Existing programs for adults with disabilities in the region go above and beyond to address the needs of each individual the serve. Program staff provides essential counseling and training to prepare adults with disabilities to be self-sufficient and successfully navigate the education system and workforce.

Adequacy Noncredit programs are needed to help prepare students for postsecondary education and the workforce. According to interviews with program staff, there are many adult education students that have undiagnosed learning disabilities and could benefit from specialized support services. Due to the school of Continuing Education not having personnel with training backgrounds in working with adults with disabilities, as a result they are not equipped to suitably serve this adult student population.

Short-Term Career Technical Education Programs
Currently, Glendale Community College, Burbank Adult School, and Catholic Charities offer short-term CTE courses.

GCC's Continuing Education offer eight Chancellor's Office approved certificate programs in Account Clerk I, II; General Office Clerk I, II, III; Hospitality & Tourism; Medical Front Office; and Dental Front Office. These programs provide a connection to workforce along with a pathway to credit courses, credit certificates, degrees, and transfer to university. Business and computer classes through the Garfield campus provide students with education and skills required in the modern workplace, or as preparation to further educational goals.

Course offerings and enrollment information listed below:

Table 9. Office Business Technology Courses at GCC's Continuing Education

Class Name	Number of Sections Spring 2015	Number of Sections Summer 2015
OBT 011 – Beginning Keyboarding	5	3
OBT 012 – Intermediate Keyboarding	5	3
OBT 013 – Advanced Keyboarding	5	3
OBT 014 – Keyboarding/HS Credit	5	3
OBT 021 – Business Math and Calculators	4	4
OBT 022 – Beginning Account Clerk	4	4
OBT 023 – Advanced Account Clerk	4	4
OBT 031 – Business Writing : Email	1	0
OBT 032 – Business Writing : Memos	2	0
OBT 033 – Business Letter Writing	1	0
OBT 034 – Filing Fundamentals	1	1
OBT 035 – On-The-Job Communication	2	0
OBT 040 – 21st Century Employment Strategies	2	1
OBT 050 – Customer Service Skills	1	0
OBT 055 – Office Equipment	1	0
OBT 061 – Medical Front Office	2	2
OBT 062 – Dental Front Office	2	2
OBT 070 – Introduction To Computers	4	2
OBT 071 – Computer Basics/ESL Learners	1	0
OBT 080 - Windows	6	4
OBT 090 – Microsoft Excel	6	3
OBT 091 – Microsoft Advanced Excel	3	0
OBT 095 – Quickbooks Automated Accounting	3	0
OBT 097 – Peachtree/Sage Automated Accounting	1	0
OBT 100 – Beginning Microsoft Word	4	1
OBT 101 – Advanced Microsoft Word	2	0
OBT 111 – Microsoft Powerpoint	4	1
OBT 113 – Microsoft Access	4	0
OBT 120 – Computer Lab	2	1
OBT 138 – Microsoft Outlook	3	0
OBT 140 - Internet	5	2
OBT 150 – Integrated Technology	1	0

Table 10. Short-Term CTE Classes

Glendale Community College	Burbank Adult School	Catholic Charities
• Account Clerk I • Account Clerk II • Dental Front Office Clerk • General Office Clerk I • General Office Clerk II • General Office Clerk III • Medical Front Office Clerk • Introduction to Hospitality and tourism	Arts, Media and Entertainment • Professional Cinema Makeup • Professional Hairstyling • Professional Photography • Screenwriting Building and Construction Trades • Cable Systems Installation Technician • Computer Repair Technician • Electrician Trainee/Apprenticeship Health, Science and Medical Technology • Certified Nursing Assistant • Clinical Medical Assistant • Medical Office Professional • Pharmacy Technician Information Technology • Administrative Office Professional • Computers and Office Skills • Graphic Imaging and Web Design	Home Based Childcare

Table 11. Enrollments, Short-Term CTE

Short-Term Career Technical Education						
Organization Type	Provider	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable	FY 2013-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable
Community College	Glendale Community College	4,235	2,475	501.7	2,231	518.4
K-12 District	Burbank Adult School	1,269	1,012	114.73	1,141	1141
Social Service	Catholic Charities	N/A	34	N/A	30	N/A

Programs for Apprentices

Burbank Adult School offers an Electrician/Trainee apprenticeship program. Associated Builders and Contractors, a national construction industry trade association, is BAS's partner in this effort. According to BAS program staff, students typically secure employment upon completion of the program. Additional apprenticeship programs might be created in the region. The Verdugo Jobs Center, for instance, is in conversations

with the Musicians Union and Operation Engineers to possibly offer several apprenticeship programs for adults in the future.

Table 12. Enrollments, Programs for Apprentices

Programs for Apprentices						
Organization Type	Provider	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable	FY 2013-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable
K-12 District	Burbank Adult School	121	68	15.65	60	60

Assessment of Adequacy & Quality

Quality Noncredit business programs have demonstrated track records in preparing students for credit programs at GCC and the workforce. For example, the noncredit vocational accounting certificate program serves as a successful pathway into credit accounting programs. Twenty-eight certificates were awarded in the last two years---of the students earning certificates, 10% that started coursework in noncredit made their way to credit programs. In addition, many of the students taking the "Century Employment Strategies" which helps prepare them for the workforce report that the class helped them to secure employment.

Adequacy Because of the growing "knowledge economy" a more diverse set of skills and training will be necessary to be a competitive applicant for employment opportunities. As such, in order for GCC's noncredit short-term CTE programs to adequately prepare adults for the workforce, an expanded selection of courses and vocational certificates representing a diverse set of industries is needed. In addition, programs that prepare students for apprenticeship programs are absent from noncredit programs.

Student Support Services
Continuing Education students have access to a variety of services to support them in their educational endeavors including academic counseling, career and mental health counseling, a parent support center, CalWORKs, and a library.

- Academic & Career Counseling
  - The Garfield Campus offers academic counseling to noncredit adult education students. Two full-time counselors assist students explore career options; plan an appropriate course of study; evaluate High School transcripts; identify appropriate student services; and transition between noncredit to credit programs. Students also receive information and

assistance with regarding financial aid; unemployment benefits (CTB/WIOA/TAA); developing resumes and cover letters; filling out job application forms; preparing for job interviews; internet job searches; and researching careers and schools.

- Community Resource Referrals
  - o Noncredit students have access to community resource referrals (such as legal, medical, or housing referrals) to any students who may need them.

- Mental Health Counseling
  - o Short-term and crisis mental health counseling is available to students enrolled in noncredit programs or classes. Students typically receive 12 sessions and, if they are interested in further counseling, are given referrals for other mental health professionals in the community. Currently, one part-time (60%) counselor provides mental health counseling.

- Parent Support Center - Childcare
  - o The Parent Support Center for Child Development serves adult students' children as their parents attend classes on the Garfield Campus. In 2012, the center went through licensing and is currently offering child care services for 30 children to parents on or off campus.

- California Work Opportunity and Responsibility to Kids (CalWORKs)
  - o The CalWORKs program at GCC is the largest of all community colleges in California with 1,445 students reported in 2011-2012 (*Chancellor's Office Data Mart*). CalWORKs offices are located at the Garfield Campus as well as at the Verdugo Campus.

- Citizenship Center
  - o The Citizenship Center provides noncredit students information regarding citizenship eligibility, application procedures and deadlines, legal referrals, INS forms needed for naturalization, photographs for INS application or passport, typing and preparation of the INS 400 form, and assistance in preparing for the exam.

- Library
  - o The library offers a variety of online dictionaries and ESL video clips to supplement student learning,

Assessment of Quality & Adequacy
Quality Students have access to additional resources that support them in reaching their goals such as counseling (career, academic, mental health), links to community referrals, and childcare for parents.

Adequacy A key finding of the study was that there was no concrete college plan or strategic way to reach out to students. According to students, faculty, and administrators, the limited college outreach and services was attributed to a lack of resources at the adult school, e.g. availability additional full-time college counselor, and limited professional development around pathways, and academic and career counseling. Adult learners face a variety of barriers to engaging in learning, which must be systematically addressed if they are to reach their goals. As such, it is crucial to expand student support services and staffing focus on identifying and addressing the barriers impeding access to and progress through adult learning opportunities, including transportation, child care, healthcare, housing, and counseling.

PROGRAM EVALUATION

The noncredit ESL programs uses the CASAS is the competency-based assessment system designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. The Adult Basic & Secondary Basic Skills program uses the Test for Adult Basic Education (TABE) as a diagnostic tool to assess skill levels and aptitudes. Assessments vary by course for short-term career technical education programs. Quality outcome measures such as demonstration of further education and training or changes in a participant's employment status are not tracked. Most programs evaluate these measures based on anecdotal information but do not measure the long-term effect of their program primarily because of the labor costs associated with such intense research. It is important to note that the lack of data does not indicate that a program does not serve a useful purpose; many of these programs are making a difference in their respective communities and many individual lives.

CONSORTIUM PLAN OBJECTIVE #2: AN EVALUATION OF CURRENT NEEDS FOR ADULT EDUCATION PROGRAMS WITHIN THE REGION

Community Overview and Demographics

According to the U.S. Census, Department of Finance, there were about 459,095 residents living in the Glendale Community College service area that include the cities of Glendale, Tujunga, Burbank, and La Cañada Flintridge in 2013. Compared to California's overall population from 2009-2013 which decreased by less than 1%, Glendale's population declined by 6% in the same time period. Compared to adjacent cities, Glendale's population is also about 25% higher than Pasadena's, and nearly twice as high as Burbank's.

Diversity

According to U.S. Census American Community Survey, 2011 state population projections, the Hispanic or Latino population in California will increase dramatically

through 2050. Hispanics are projected to make up 49% of the state's population in 2040 and 52% in 2050. The number of Asians and Pacific Islanders is projected to more than double between the years 2000 and 2050. Furthermore, the Hispanic population of Los Angeles County is growing more quickly than the state average. To illustrate, Hispanics are projected to make up 53% of Los Angeles County by 2020. The number of Whites is also projected to decline by about 14% between 2000 and 2020, and 4% between 2000 and 2050 (U.S. Census American Community Survey, 2011).

Approximately, 65% of Glendale residents are White, Non-Hispanic, 18% are Hispanic, and 15% are Asian/Pacific Islander. It is important to note that one-third of the Non-Hispanic residents are immigrant Armenians.
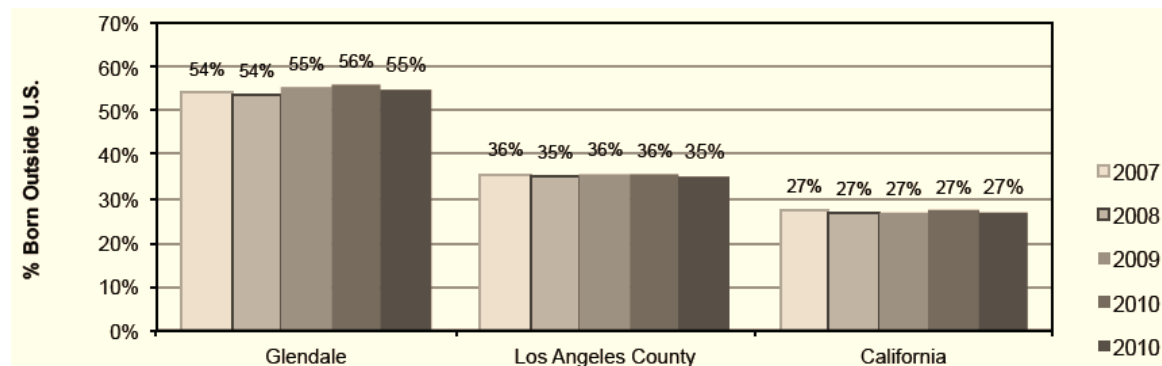
Figure 1. Glendale, Burbank, and Pasadena Ethnicity, 2011
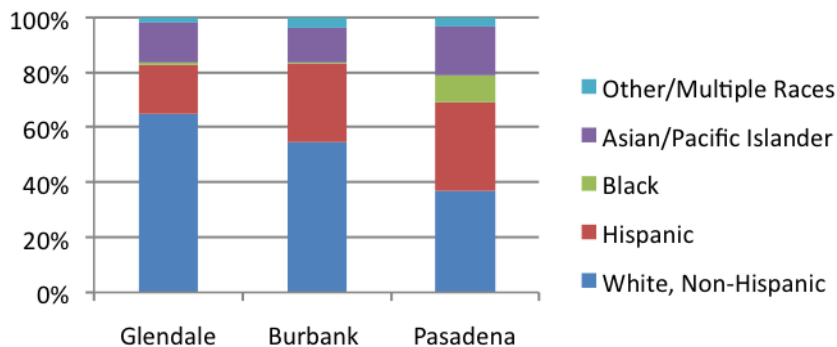
*Data Source: U.S. Census American Community Survey, 2011*

Foreign-Born Residents According to the U.S. Census American Community Survey (2011), over half of Glendale's total population was born outside the U.S., compared to 35% in Los Angeles County and 27% in California as a whole.

Figure 2. Foreign-Born Residents

35

Languages Spoken at Home The percentage of residents speaking other languages than English (including Armenian and Farsi) is much higher (44.3%) in Glendale than in Los Angeles County or California as a whole. Spanish is the second language that is most frequently spoken at home (13.4%).

Figure 3. Languages Spoken at Home
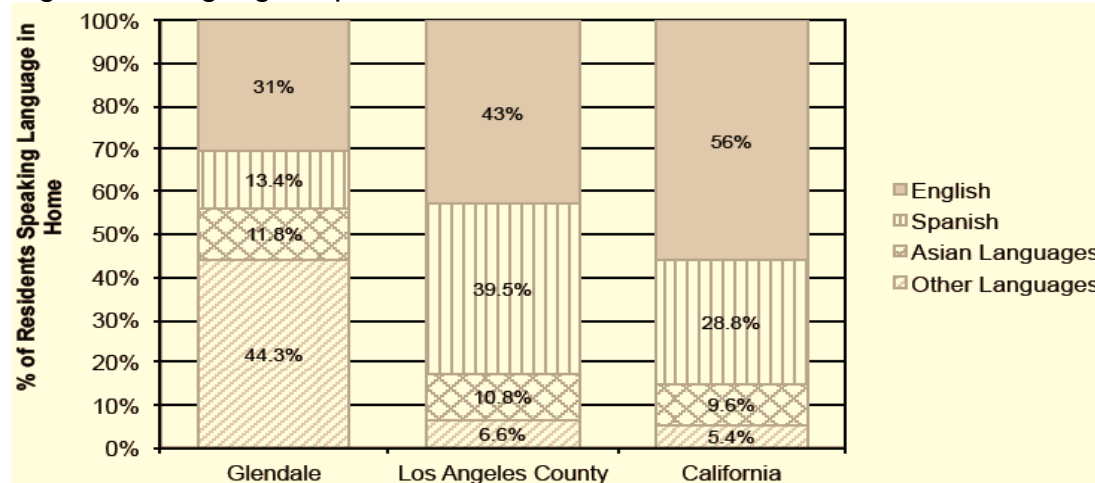
Median Age The median age for Glendale is 42.2 compared to Los Angeles County (35), California, 35.4, and the United States (37.3). As the figures show, the median age of Glendale residents is older than that of residents of Los Angeles County, California, and the United States as a whole (U.S. Census American Community Survey, 2011).

***Socioeconomic Information*** The median income in 2011 for Glendale was around $47,647 compared to $52,280 in Los Angeles County. Glendale's median income is about $9,000 lower than the median income in California, a difference of about 18%.

Approximately 11.3% of families in Glendale live below the poverty level, compared to 14.6% of Los Angeles County families (U.S. Census American Community Survey, 2011).

Unemployment Rates

Figure 4. Regional Unemployment Rates
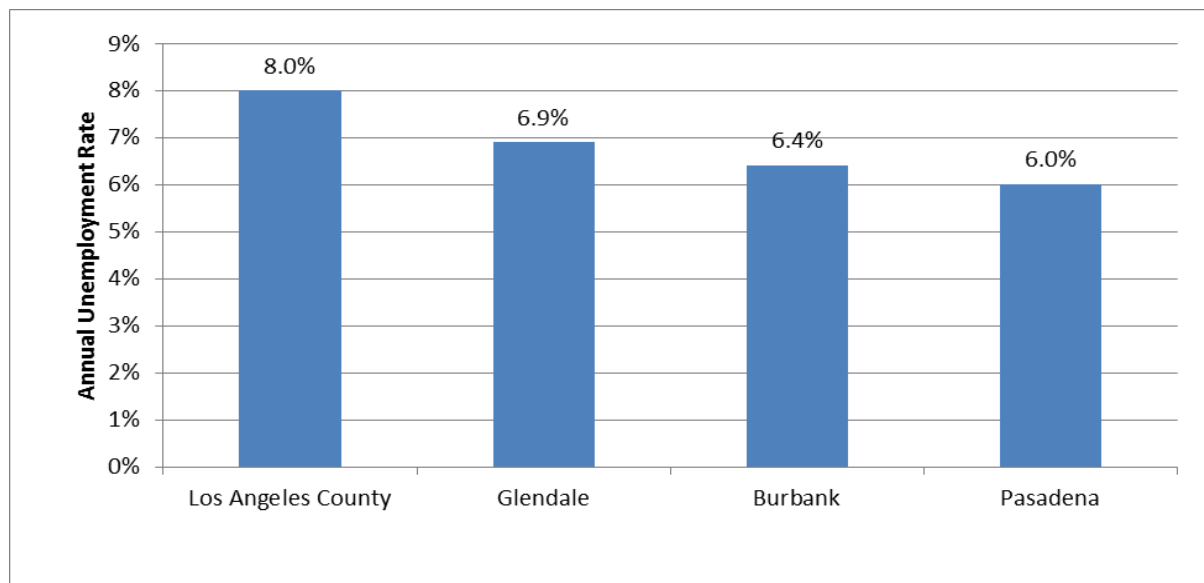
Data Source: California Employment Development Department, May 2014

A Closer Look at Needs by AB86 Program Area
An assessment of the current needs for each of the AB86 adult education program areas (1-5) was conducted. This evaluation was informed by two key data elements: 1) the Census American Community Survey (2012); and 2) interviews with adult education administrators, faculty, community based organization staff, program staff, and interviews with regional industry representatives.

Census Data Analysis Table 10 provides an overview of the needs for Classes for Immigrants, Elementary and Secondary Basic Skills, and Programs for Adults with Disabilities). It provides an approximate estimate of the needs for certain adult education programs. It offers a useful tool in analyzing the regional context of adult education and the gaps that exist in the region for services. Census 2012 data from the American Community Survey was used to provide estimates of the population around need indicators for adult education programs (Classes for Immigrants, Elementary and Secondary Basic Skills, and Programs for Adults with Disabilities). The need indicators include:

- Adults 18-64 who speak English "less than well"
- Adults 18 and above that are non-citizens
- Adults 18 and above with 9th to 12th Grade education (no diploma or GED)
- Adults 18 and above with less than 9th Grade (no diploma or GED)

- Adults 18 and above with a disability

Table 10 is meant to provide a snapshot of the needs for adult education in the region and is not intended to be a comprehensive assessment of needs. It is important to note that need does not directly translate into demand from community members for services. Of the population that could benefit from services, it is not clear how many adults would actually pursue adult education classes if they were aware of programs and services.

Needs by Program Area

Classes for Immigrants
The education needs of the immigrant population are reflected in the increase of ESL students. Over 6,000 immigrants are served annually. The need for ESL services will continue to be in high demand since that approximately over half of Glendale's total population was born outside the U.S. In addition, limited English proficient high school drop outs seek adult education services. It is clear that the language needs of the limited English proficient adult education population in the region are substantial and this is a major target for adult education services.

Comparing the need for Classes for Immigrants (ESL, Citizenship) services provided in Table 10, (103,725), with programs and services provided in this area, it is probable that only 6.4% of the need for these services is being met for this population each year.

Elementary & Secondary Basic Skills
In the Glendale region, there are approximately 151,000 people that lack the basic skills or credentials to attain a family-sustaining job and contribute to the state's economy. Of these adults, 25,000 do not have a GED or high-school diploma. Furthermore, of the 103,725 residents in the region that can potentially benefit from Elementary & Secondary Basic Skills, only 3,241 were served in 2012-2013. Thus, it can be determined that there is potentially an unmet need of 88% for ABE and ASE programs and services.

Education Programs for Adults with Disabilities
Of the 26, 521 adults with disabilities in the region, approximately 2% participate in programs and services. There appears to be a significant need for additional programs and services to serve adults with disabilities.

Percent of need met for adults with disabilities is much lower compared to Los Angeles County. For example, 13.4 % of adults with disabilities have access to programs in Los Angeles County compared to 2% in the Glendale region.

ADULTS WITH DISABILITIES (AWD)

NEED

GAP: Number of people that have a cognitive difficulty	187,967

ENROLLMENT

AWD Unduplicated Enrollment

Bar chart showing: SFY 08/09 = 35,969; SFY 12/13 = 25,399; SFY 13/14 = 25,176
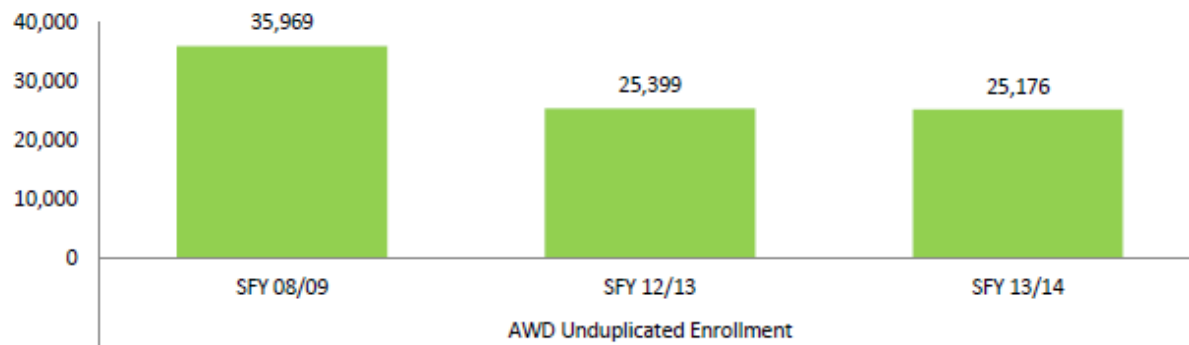
PERCENT OF NEED MET

SFY 08/09	SFY 13/14
19.1%	13.4%

Table 10. Estimate of Unmet Need for Regional Adult Education Programs

A	B	C	D	E	F	G	H	I=D+E+F+G+H	H=1-(I/C)
Type of Service	Need Indicator	Census (ACS, 2012) Estimate of Population	Served by CDE Adult School (BAS)	Served by Community College District	Served by CBO's	Served by Government Agency	Served by One-Stop Employment Center	Approximately Total Served Annually	Approximate UNMET NEED
Classes for Immigrants --ESL --Citizenship	Adults 18-64 who speak English "less than well" Adults 18 and above that are non-citizens	61,467 42,258	1,492	4,550	545	99	n/a	6,686 6.4%	94%
Adult Secondary Education Adult Basic Education	Adults 18 and above with 9th to 12th Grade (no diploma or GED) Adults 18 and above with less than 9th Grade (no diploma or GED)	11,177 14,753	1,506	1,636	N/A	99	n/a	3,241 12%	88%
Programs for Adults with Disabilities	Adults 18 and above with a disability	26521	N/A	50	n/a	n/a	429	479 2%	98%

Notes:
--Enrollment numbers are based on available 2012-13 program data.
--These enrollment numbers represent students served by consortium members/partners only. The total number of students including those served by other organizations offering similar services might be higher.
--Enrollment numbers for Programs for Adults with Disabilities are reported estimates by program staff of the Verdugo Jobs Center and GCC's Workability Program.

Short-Term Career Technical Education Programs with High Employment Potential

Many of the students in noncredit programs indicate that they are seeking employment however, many of the students are not aware of the types of employment opportunities that are available in the community or the lack the vocational training and soft skills that match workforce needs. Furthermore, a mismatch between student's skills and knowledge and industry needs was addressed as a workforce issue.

In order to adequately prepare adults for the workforce, a variety of vocational programs aligned to industry needs are necessary.

The consortium members used labor market information and feedback from students to determine what types of changes are needed for short-term CTE programs to meet industry workforce needs and student employment goals.

Labor market research identified employment opportunities in the region that:
- Have above-average labor market demand
- Are entry-level and available for wage progression, career advancement and/or lateral employment

Various data sources were used to gather this information including:
- 2014-2-15 Economic Forecast & Industry Outlook Report by the Los Angeles County Economic Development Corporation
- California EDD 2010-2020 Occupational Outlook Projections
- U.S. Bureau of Labor Statistics
- Indeed Job Search Database
- Interviews with industry representatives in the region to collect their feedback on the skills and training that are needed for entry-level jobs in their respective industry.

Labor Market Trends

Table 11 and 12 show high-demand occupations requiring some postsecondary or vocational education; generally a certificate or some coursework. The 10 occupations with the most projected new jobs in Los Angeles County between 2010 and 2020 are shown.

Promising Employment Growth Areas in Los Angeles County

Table 14. Top 10 Occupations with Most Projected New Jobs in Los Angeles County: Occupations Requiring Postsecondary Vocational Education

Occupation	2010	2020	Average Annual Change	Percent Change
Nursing Aides, Orderlies, and Attendants	33,620	42,330	+871	+25.9%
Licensed Practical and Licensed Vocational Nurses	18,990	24,270	+527	+27.8%
Dental Assistants	10,460	11,890	+144	+13.7%
Hairdressers, Hairstylists, and Cosmetologists	9,950	11,440	+148	+15.0%
Firefighters	7,620	8,230	+61	+8.0%
First-Line Supervisors of Production and Operating Workers	16,530	16,980	+45	+2.7%
Telecommunications Equipment Installers and Repairers, Except Line Installers	7,460	8,590	+114	+15.1%
Emergency Medical Technicians and Paramedics	3,540	5,080	+154	+43.5%
Health Technologists and Technicians, All Other	4,500	5,750	+124	+27.8%
Medical Records and Health Information Technicians	4,940	6,040	+110	+22.3%

Data Source: California Employment Development Department

Table 15: Top 10 Occupations with Most Projected New Jobs in Los Angeles County: Occupations Requiring an Associates Degree

Occupation	2008	2018	Average Annual Change	Percent Change
Registered Nurses	68,720	80,280	+1,156	+16.8%
General and Operations Managers	64,150	68,160	+401	+6.3%
Preschool Teachers, Except Special Education	14,020	15,700	+168	+12.0%
Paralegals and Legal Assistants	7,350	8,770	+142	+19.3%
Medical and Clinical Laboratory Technicians	5,760	6,930	+117	+20.3%
Eligibility Interviewers, Government Programs	6,610	7,070	+46	+7.0%
Construction Managers	10,830	12,210	+138	+12.7%
Dental Hygienists	4,350	5,180	+83	+19.1%
Respiratory Therapists	4,070	4,790	+72	+17.7%
Radiologic Technologists and Technicians	4,390	5,150	+75	+17.3%

Data Source: California Employment Development Department

Table 16. Top 10 Occupations with Most Projected New Jobs in Los Angeles County: Occupations Requiring a Bachelor's Degree

Occupation	2008	2018	Average Annual Change	Percent Change
Accountants and Auditors	37,830	44,930	+710	+18.8%
Producers and Directors	26,100	32,100	+601	+23.0%
Teachers and Instructors, All Other	40,230	47,180	+695	+17.3%
Elementary School Teachers, Except Special Education	37,640	40,080	+244	+6.5%
Secondary School Teachers, Except Special and Career/Technical Education	29,420	31,300	+188	+6.4%
Market Research Analysts and Marketing Specialists	13,380	18,950	+557	+41.6%
Management Analysts	19,230	23,000	+377	+19.6%
Sales Managers	15,790	18,070	+228	+14.4%
Graphic Designers	13,130	14,970	+184	+14.0%
Financial Managers	19,220	21,510	+230	+11.9%

Data Source: California Employment Development Department

Promising Industry Growth Areas in the Verdugo Region
Current research has identified four industry areas that seem promising in terms of providing potential employment opportunities for adults in the region. Some of the major industries in the area include entertainment, healthcare, manufacturing and retail.

<u>**Healthcare**</u> The Verdugo region is a hub for healthcare services. There are currently four hospitals, 1,000 medical practices, and seven community clinics. Healthcare is the largest employer in Glendale and the second largest in the Verdugo region with 23,000 employees.

The Affordable Health Care Act is having a significant impact on the industry in terms of the creation of new jobs to meet the growing demand. Although it is estimated that hospitals nationwide will lose a $300 billion in revenue through 2019, the AHCA is expected to greatly expand volume of patients in Verdugo region. It is estimated that 100,000 uninsured people in the region could be served by the AHCA. Also, the population of older adults (65 and older) that may need services will grow by 29% from 2010-2020. Currently 14.8% of the Verdugo population is 65 and older. Technology is greatly influencing the way that healthcare is delivered. The implementation of new diagnosis code sets, ICD-10, has strong implications for workforce needs, as many healthcare workers will need to be trained on using the new diagnosis coding system. There is also a large focus on the implementation and use of electronic medical records, insurance exchanges, telemedicine, and mobile technology.

Table 17. Fastest Growing Occupations in Healthcare

Occupation	Example
Nursing	Licensed Practical/Vocational Nurse
Allied Health Worker	Physical Therapist, Pharmacy Technician, Respiratory Therapist
Front Line Worker	Medical Assistant, Lab Technicians, Home Health Aids, Call Center/Customer Service workers to enroll the insured, Medical Office Receptionists
Health IT Worker	Administrative and IT workers trained in new diagnosis coding system (ICD-10), electronic medical records, insurance exchanges, mobile technology, reporting
Ambulatory Worker	Emergency Medical Technicians and Paramedics

Opportunities & Challenges Thousands of jobs are projected to be created or growing rapidly in the healthcare industry over the next six years. Many of the jobs, however, require an Associate's Degree and experience in the field. In addition, many of positions tend to be part-time and/or lower-wage.

<u>**Manufacturing**</u> is the sixth largest employer in the Verdugo region with over 400 companies and 13,500 employees. The industry appears to be expanding and shows

an encouraging future. Approximately 67% of US imports from China are at a point of being more economical to manufacture in the U.S. which can lead to a possible addition of 2.5 to 5 million new U.S. jobs by 2020. The areas that are likely to see growth include: transportation goods; computers/electronics; fabricated metals; plastics and rubber; appliances and electrical equipment; and furniture.

Table 18. Fastest Growing Occupations in Manufacturing

Occupation	Description
Computer Controlled Machine Tool Operators	Individuals who can program a machine to manufacture a certain part for manufacturing sectors e.g. aerospace, automotive
Computer numerically controlled (CNC) Worker	Someone that programs machines to manufacture different items for manufacturing sectors e.g. aerospace, automotive
Machine Tool Programmers (CAD/CAM)	Individuals that know how to write the computer programs for the machines that manufacture different items
Industrial engineering technician	Technician or "process monitors" oversee assembly of products from raw materials to delivery of final products

Opportunities & Challenges The manufacturing industry is seeing growth in digital manufacturing jobs that require vocational education or an associate's degree. According to a 2011 survey of 1,123 U.S. manufacturing executives by Deloitte and The Manufacturing Institute found that many manufacturers are having great difficulties filling skilled production jobs. The skills gaps that were most frequently cited by respondents include math, problem-solving, basic technical training (degree, industry certification, or vocational training, soft skills, technology/computer skills, Math and Language Arts skills.

Initial conversations with industry representatives in the Verdugo region have shown similar skills gaps. Basic technical skills, literacy, and problem-solving skills have been noted as workforce needs in manufacturing.

__Retail__ is Verdugo's 3rd largest employer with 19,000 employees. The Glendale Galleria, and Americana at Brand provide many of the retail employment opportunities in the area. The retail industry in Los Angeles County is expected to continue growing. The Los Angeles Economic Development Corporation predicts a 3.8% increase in retail sales in 2014. The retail areas that are expected to see the most growth include clothing and accessory stores; sporting good, hobby, and musical instrument stores; and general merchandise stores. The fastest growing occupations in retail include salespersons and cashiers.

Opportunities & Challenges Employment opportunities tend to be part-time and/or lower wage.

Entertainment The entertainment industry is quickly growing as digital media and digital entertainment is becoming the norm. There are three major entertainment companies in the region including CW Network in Burbank, Warner Brothers, and Disney.

In addition, many high profile tech companies, such as Google, Netflix, and Amazon are establishing offices in Los Angeles. There are between 500-600 new content ventures in Los Angeles alone. These tech companies are investing a lot of money to put entertainment content on mobile devices because they recognize the growing demand for digital entertainment. To illustrate this trend, digital entertainment is projected to surpass DVD and Blu-ray revenue for first time ever in 2016. With this trend in digital media, there are expected shortages in California for skilled technical workers.

Some of the employment opportunities that are high-skill, high-wage, and high-growth include:
- Producers & Directors
- Film & Video Editors
- Set Exhibit Designers
- Digital Animation/Visual effects
- Web Developers and Technicians

Opportunities & Challenges There are many jobs that are being created as a result of the digital media revolution. According to several industry representatives in the region, it may be difficult to tap into these jobs because technical training tends to be very costly and is not widely available in the region. Moreover, it can be difficult to obtain employment in this sector since the industry tends to hire people already connected in the entertainment field. Lastly, it was noted that the field is growing so rapidly that the exact jobs that are being created are not known yet, making it difficult to create training programs.

Construction
Construction-related industries have been among the fastest-growing industries in the U.S. over the past 12 months. Real-estate agents and brokers, residential builders, foundation contractors and lumber wholesalers are among the fastest growing industries. On the commercial construction side, nonresidential builders, engineering firms and heavy-construction (non-highway) firms are also in demand.

Opportunities & Challenges Current noncredit programs do not offer training in construction related industries.

Programs for Apprentices

There appears to be a surge in growing occupations that require employees to have technical skills. There are not many apprenticeship program offered in the region that are currently training adults with the skills needed for technical jobs coming down the pipeline. Consortium members are still working towards identifying the needs in this area.

CONSORTIUM PLAN OBJECTIVE #3: PROPOSE STRATEGIES TO INTEGRATE EXISTING PROGRAMS AND CREATE SEAMLESS TRANSITIONS INTO POSTSECONDARY EDUCATION OR THE WORKFORCE

A key priority of the consortium is to develop plans that will improve the transition for students into postsecondary education and or career. When clearly defined pathways are established for students, they are more likely to move beyond noncredit programs to postsecondary education or the workforce. Research shows that when basic skills and adult literacy course are contextualized to a career path, student outcomes are improved by increasing the relevance of the material to students' lives (Center for Student Success of the Research and Planning Group, 2009). As such, a goal of the Glendale Consortium is to effectively transition adult students from basic education, short-term career technical education, and ESL courses into college-level work, certificate programs, and/or the workforce.

INFORMAL PATHWAYS

There are currently several information pathways for students in the area. Pathway descriptions are listed below:

- The Garfield Accounting vocational certificate program serves as a successful pathway into credit accounting programs.

- Students enrolled in the Garfield noncredit Medical Front/Back office program can continue to the GCC credit program Health Information Technology or employment.

- The College Readiness ESL program at Garfield offers noncredit ESL instruction to students who are planning to enter a credit program at GCC and/or a university.

- The Vocational ESL program at Garfield offers courses to prepare students with the language skills they need to pursue a new career or expand their current job skills. VESL courses make the pathway from basic skills to academic or certificate programs more efficient. The VESL program is currently in development.

PROPOSED PATHWAYS

- **K12 to Adult Education**
  - High school and adult education academic counselors will work together in administering the college placement exam to high school seniors in order to identify those who may need additional help in becoming college ready.
  - Alternative education and dropout recovery programs will be linked to pathways to college and career preparation.
  - Pathway for GUSD high school students with special needs to Adult School programs will be created. For example, a course supporting adults with disabilities in their transitions to the "real-world" from high school to adult education will be developed.
  - GUSD and noncredit staff will collaborate with GUSD to identify dropouts and refer to Garfield's High School Equivalency program

- **Noncredit Adult Education Classes to Credit Classes in Computer Aided Drafting and Engineering**
  - Creating introductory courses that feed into credit courses will help students get their "feet wet" with fundamental concepts and skills in credit career technical courses in Computer Aided Drafting and Engineering.

  - <u>Pathway to credit 3D printing by offering a noncredit certificate for Intro to Drafting and Intro to CAD.</u> The noncredit certificates will be based on curriculum that covers introduction to computer-aided drafting fundamental concepts such as two-dimensional computer-aided drafting techniques using Computer-Aided Drafting (CAD) software. Course topics will include tolerance and dimensioning, mechanical drafting symbols, orthographic projection, section and auxiliary views, isometric construction, and composition of working drawings. The industry standard CAD software package is AutoCAD®. Each student will require access to the software (~$250 per software package) and the course will need to be conducted in a computing laboratory classroom.

  - <u>Pathway to credit engineering by offering a noncredit introductory course.</u> The noncredit Engineering course will provide an introduction to the various engineering disciplines through the examination of current engineering issues, construction of basic engineering projects, and exploration of the roadmap to a successful engineering education. The course will also include a review of the essential techniques for success in subsequent engineering courses and an orientation to relevant computer based technologies applicable to

various engineering fields. Since this course contains a lab component, supplies and equipment will be required for student experiments and projects. Supplies and equipment include various low cost engineering materials (wood, screws, bolts, electric circuit kits, etc.) and basic hand tools. Overall equipment and supply cost should run no more than $200 per course. It is also preferred that students have access to computers on an individual basis for online research assignments and basic computer programming lessons**.**

- o Additional pathways will continue to be discussed as the AB86 consortium builds capacity to create more links between noncredit and credit programs. Potential pathways include linking the front/back office medical records noncredit programs with Health Information a Technologies programs, and connecting the the Environmental Futures Academy at Daily Continuation High School to noncredit programs. Students in the program are able to build gardens, learn recycling practices, try new and interesting foods, and learn about jobs that are related to green building and working as a team.

Steps in Creating Pathways to Postsecondary Education

- *Align Curriculum & Assessments*
    - o Assign Faculty Leads to develop articulation agreements and assessment between noncredit and credit courses. Common learner assessments will be developed for use among providers. These assessments will include a range of tools to comprehensively assess student goals and current circumstances, including career exploration, literacy level analysis, barrier identification, learning style analysis, and learning difficulty analysis. Key to successful planning and transition activities is the recognition that not every learner has the same path to travel, and so should be able to customize and receive support to implement their own personal strategy. Information gained from such individualized assessments should be used to create an Individual Learning Plan with each learner, oriented toward a career and education pathway. The Individual Learning Plan should be made portable and shared among providers for meaningful transitions and progress toward the learner's goals. State-wide efforts of AB173 will move towards a common assessment tool for the state.
    - o Hire Articulation Coordinators to align the curriculum between noncredit classes to credit classes.

- *Boost Counseling & Student Support Services*
  - o Student support services can have a significant impact on adult student's retention and successful transition to postsecondary education or the workforce. Additional support services for students in the form of academic and career counseling, tutoring, computer access, structured study halls will be added to the current array of services at GCC's Continuing Education. Additional academic, career, transitional, and counselors with specialized training in working with adults with disabilities will be providing additional advising services to noncredit students.

  - o Career and educational advising must be a required component of programs to ensure that learners understand how learning relates to working and the role of education in progressing toward their career goals. Central to this concept is the designation of staff to conduct intensive, persistent advising to retain and advance learners along pathways. Using this approach, staff must identify learner barriers and maintain ongoing efforts with the learner to address those barriers. These staff would regularly conduct advising activities using a face-to-face format. Advisors must also be required to guide learners in navigating various learning pathways. Advisors must have a working knowledge of learning pathways and the requirements of programs in other agencies, particularly those which precede or follow programs offered by their agencies.

  - o Tutors and instructors will be available to assist students and prospective students in improving basic reading, math, writing and study skills needed to do college level work. Preparation for college placement testing will also be provided. Services and adaptive technology are available to assist students with specific learning or physical disabilities.

- *Offer College Preparation Course to all Noncredit students*
  - o *A College Preparation Course* will be dedicated to ensuring students' college success and motivating their journey toward lifelong learning. Students will develop their own plan for personal, academic, and career success through self-evaluation, application of specific techniques, and classroom activities. Topics can include effective study strategies, short and long-term goals, time management, and campus resources.

- **Create Pathways into Entry Level Employment Opportunities that are in Demand**

Steps in Creating Pathways into the Workforce
- *Assign adequate staffing such as VESL Instructors and a coordinator to oversee the development of creating of pathways to the workforce.*

- *Identify sector or industry and engage employers to establish mutually beneficial partnerships:*
  - Choose Employer Partners, which includes matching employer needs with program strengths, look for employment practices that match program goals, and find an employer(s) who will dedicate resources; engage employers in program design and development, creating dynamic feedback loops, and embedding program staff within the employer; and

- *Boost student's soft skills* and expose students to employment opportunities in the region via workshops, field trips, job shadowing, and guest speakers.

- *Help place students into entry level employment opportunities that have the opportunity for advancement.*

- *Further develop VESL program.*

- *Implement Workability II*
  - The WorkAbility II Program will serve adults and out-of-school youth with disabilities. The program will be administered through cooperative agreements the Department of Rehabilitation. Program services will include vocational and basic skills assessment, specific job skills training, pre-employment preparation, worksite evaluation, job placement, job coaching, and ongoing follow-up after vocational placement.

- *Develop Courses for Certificate Attainment and Job Placement Designed for Adults with Disabilities*
    - Develop or adopt curriculum for certificate attainment and job placement specifically designed for adults with disabilities.
    - Provide referrals to free WIA trainings at the Verdugo Jobs Center

- **Pathways into Apprenticeship Programs**
  - The Glendale regional consortia will develop some actions steps towards helping to prepare students to enter into an apprenticeship program(s) by integrating apprenticeship concepts into all of the Adult Education curriculum areas of AB86. Both union and non-union employers

sponsoring registered apprenticeship programs look for individuals who have spent time learning soft skills, such as basic employability training related to attitude, behavior, expectations, and motivation. As such, the consortium planning committee proposes the following action steps to prepare students for apprenticeship programs in the electrical, construction, air conditioning/refrigeration trades, and operation engineer trades.

Steps in Creating Pathways to Apprenticeship Programs

- *Weave in apprenticeship concepts/information into the curriculum of other program areas.* Specific preparation and training will depend on the apprenticeship program(s) that the consortium decides to pursue.

- *Form a Committee involving faculty, adult education staff, and individuals with expertise in apprenticeship* to inform curriculum development that will prepare students entry into apprenticeship programs.

- *Offer students opportunities for obtaining hands-on experience* such as field trips, job shadowing, and work experience to employment sites representing various industries.

- *Create pre-apprenticeship connections* to established Division of Apprenticeship Standards (*DAS*) programs.

- *Offer instruction to help students prepare of Apprenticeship entrance exams such as the:*
    - Multi-Craft Core Curriculum which incorporates common elements from all building trades' apprenticeship programs.

- *Create an Apprenticeship Preparation Course*
    - A pre-apprenticeship course will be created to help students prepare for entry from all building trades' apprenticeship programs. The pre-apprenticeship course will help students qualify and prepare for apprenticeship in a specific trade area. Participants might learn about career options, what an apprenticeship involves math and reasoning skills, testing skills, effective interviewing, and hands-on-training.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Description of Approach/Strategy	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
High School to Adult Education	Collaborate with GUSD to identify dropouts and refer to Garfield's High School Equivalency program. Outreach to GUSD high school seniors and graduates planning to attend GCC to inform them about Pre-assessment classes in Math and English that they can take to inform them about the GCC entrance placement exam.	Staff time for follow-up, GUSD and ABE/ASE		GCC, GUSD	Track student completion of High School Equivalency program and GCC enrollment	Fall 2015-Fall 2018
Adult education to postsecondary education	**Offer a College Preparation Course to all non-credit students.** Student Development 101 is dedicated to ensuring students' college success and motivating their journey toward lifelong learning. Student develop their own plan for personal, academic, and career success through self-evaluation, application of specific techniques, and classroom activities. Topics include effective study strategies, short and long-term goals, time management, and campus resources.	Instructor	$70,800	GCC	Certificate of course completion.	Fall 2015-Fall 2018
Adult education to postsecondary education	**Curriculum Alignment & Assessment** • Assign Faculty Leads to develop articulation agreements between noncredit and credit courses. •Hire Articulation Coordinators to align the curriculum between noncredit classes to credit classes.	Release Time for Faculty Leads (Noncredit and Credit) Articulation Coordinator (4 Part-Time)	$80,000 $100,000	GCC	Tracking of # of transfers into credit courses, yearly follow-up with students	Fall 2015-Fall 2018
Adult education to postsecondary education	**Counseling & Student Support Services** •Develop comprehensive student support services to aid adult learners. •Additional staffing is necessary to adequately support students in their transitions to postsecondary education and the workforce. •Hire academic counselors. •Hire Transitional Counselors to help students with their transition from noncredit to credit programs. •Hire a translator on a contract basis to assist counselors/staff with translation of documents, etc. •Hire counselors with specialized training in working with adults with disabilities.	Assigned Counselor/Coordinator Assessment Office Academic Counselor SPED Counselor (PT) Transition Counselor Transition Counselor (PT) (AWD-ABE) Transition Counselor (FT) (AWD-ABE) Counselor Training for Counseling Tutor training Translator	$80,000-$100,000 $150,000 $78,000 $60,000 $25,000 $120,000 $25,000 $50,000 $60/hr x weeks, months, etc. $60/hr x weeks, months, etc. $100,000 $20,000	GCC	Track student resource usage in correlation to GPA/passing grades on a semester basis	Fall 2015-Fall 2018

Transition to be Addressed	Description of Approach/Strategy	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Adult education to postsecondary education	**Develop and strengthen student's basic skills in Math and English** •Math + English skill building •Math + English placement test preparation •GED Test Preparation •Assistance w/ GCC App + Transition	•Staff •Materials Space •Fountain House College •Re-entry Center (Flex Program)		GCC NC and Credit	Placement test and GED test performance	Spring 2016-2018
	Offer Pre-assessment classes in Math and English on a regular basis •Formalize curriculum •Create Tracking of students enrolled •Course open to GUSD high school seniors and graduates planning to attend GCC.	Funding for software and instructor tutor	$10,000 $80,000	NC and Credit Math and English faculty, Assessment Center	Tracking for placement and persistence	Fall 2015-Fall 2018
Inter-Agency	**Coordination of Program & Services** •Hire a program coordinator to project manage the work of the consortium and serve as a liaison between members and partners. •Hire clerical assistant to provide overall administrative support.	Inter-Agency Liaison (Full-Time) Clerical Assistant (Full-Time)	$91,000 (including benefits) $47,000 (including benefits)	GCC	Surveys, interviews to measure communication and coordination among consortium	Fall 2015-Fall 2018
Pathway to the Workforce	**Workforce & Apprenticeship Programs Preparation** •Further develop VESL program and hire additional VESL instructors. •Hire Career Counselors to support students in their career explorations. •Offer mock interviews with local companies, field trips, and job shadowing opportunities •Hire a Verdugo Jobs Center Case Manager to help build relationships with local employers and place students into jobs. Case Manager will have their office co-located at the Garfield Campus and the VJC.	VESL Instructors (3 Full-Time) VESL Instructors (2 Part-Time) Career Counselor (2) Program Coordination, cost for Counselors, buses, tours Verdugo Jobs Center Case Manager (Full-Time)	$212,400 $80,000 $141,600 $27,000 $80,000	GCC GCC GCC, Verdugo Jobs Center, Burbank Adult School GCC, Verdugo Jobs Center	Track curriculum additions and enhancements Enrollment and completion; employment placement data # of job placements; survey students	Fall 2015-Fall 2018 Fall 2015-Fall 2018

Transition & Pathways (OBJ 3)						
Transition to be Addressed	**Description of Approach/Strategy**	**Resources Needed**	**Estimate of Cost**	**Responsible Parties**	**Methods of Assessment**	**Timeline**
Pathway to the Workforce	**Implement Workability II to support students with Disabilities in their workforce preparation** •Create Links to DOR/Regional Center •Basic Skills Development •Develop Employment Opportunities: Volunteer, internships, subsidized employment, GED skill building + Test Assistance •Develop Hands-on Voc Ed Class including how to: Answer phones, Take a message, Put someone on hold, bag groceries, work a scanner, organize a display, etc.	Job developers	$40,000	GCC NC, DOR/Regional Center, Employers	Track student retention and performance in vocational classes. Track placement into internship and employment opportunities	Spring 2016-2018
	Develop Courses for Certificate Attainment and Job Placement Specifically Designed for Adults with Disabilities •Curriculum to be developed or adopted •Referral to free WIA trainings at VJS	•Visit Existing Programs •Utilize existing resources from main campus •Modify existing programs to meet community needs	$20,000 Est. No cost	SPEC ED Staff Liaison	Track curriculum additions and enhancements	Fall 2015-Fall 2018
Pathway to Life Long Learning	**Support Adults with Disabilities in their transitions to the "real-world" from high school to adult education** •Community centered activities •Monthly Social Events (Location near residence/community/City Facilities/School) •Subsidized Employment options •Internships (LA Superior Court, Health Dept, Walgreens) •Dept. of Rehab/Regional Center (services and support)	•Staff •Materials i.e. Life Centered education transition curriculum •Space	$2129	GCC NC, DOR/Regional Center, Employers	Track activity participation & involvement Track placement into internship and employment opportunities	Spring 2016-2018

CONSORTIUM PLAN OBJECTIVE #4: PLANS TO ADDRESS THE GAPS IDENTIFIED PURSUANT TO PARAGRAPHS (1) AND (2)

Through program planning meetings with faculty, staff, and administrators, workgroup planning sessions, and student focus groups, numerous needs/gaps have been identified. The input collected from these stakeholder groups are summarized below, along with suggested strategies to address the needs and gaps.

Gap: Barriers to Student Success

Adult learners face a variety of barriers to engaging in learning, which must be systematically addressed if they are to reach their goals. Oftentimes students encounter various educational procedures and practices that discourage them from meeting their goals. These institutional barriers include admission and transfer or credit policies, class scheduling, program costs, technical assistance, instructional concerns, and access to necessary services such as library or counseling services.

Other times students have encountered obstacles arising out of their life circumstances. For example, some adult school students have difficulty attending classes because their children need care or supervision, they do not have transportation to classes or learning facilities, or are unable to pay for costs related to course enrollment. The lack of confidence in navigating a new school system can also deter student from pursuing or completing adult education.

Needs assessment findings identified various barriers that potentially hinder student's entry and completion of adult education. These include:

Institutional Barriers
- Not enough course offering throughout the year especially at GCC's Continuing Education Jefferson satellite campus. Students noted that they would also like to see additional classes offered in the afternoon and online to better support them in balancing their family and work responsibilities.

- Students mentioned that the air conditioning at the Garfield campus was excessively low which made it difficult for them to concentrate in class.

- Parking at the Garfield campus seems to be a large issue. Students described the challenges in finding parking at the site and repeatedly needing to park outside the campus.

- The registration and application system for adult education can be complicated for students.

Situational Barriers
- Transportation issues make it difficult for students to attend class and find work. It usually takes a long time to travel through public transportation to

get to class.

- Being new to the country is difficult for many students—not knowing how to get around, English, finding employment.

- Students are limited in the number and variety of classes they can take because of their busy work and family schedules.

- Students noted that they have little knowledge of employment opportunities in the U.S.

- *Strategies to Address the Gaps*
  - Create options and supports for adults who must learn *while* continuing to meet their basic needs through work and other requirements for income.

  - Make programs physically accessible by offering diverse access points and/or using distance learning technology and blended/hybrid courses to facilitate learning.

  - Increase the frequency with which learners can begin programs, via such methods as instituting an open-entry, open-exit structure where students can begin and end a program on an individual schedule, rather than waiting for a new semester to begin or end; placing learners into cohorts with frequent class starts; and/or offering relevant and meaningful coursework that students can engage in while waiting for a class session to begin.

  - Provide flexible scheduling with courses to accommodate adult learners' schedules, which includes offering courses on/at various days and times and offering courses year-round, with the understanding that adult learners must remain consistently engaged and do not have time for "summer breaks."

  - Offer wrap-around services that focus on identifying and addressing the barriers impeding access to and progress through adult learning opportunities, including transportation, child care, healthcare, housing, and counseling.

  - Co-locate a range of services to make it easier for adults to navigate systems and seek services from necessary partners. Space should be leveraged among partners to make co-location possible.

- Offer diverse and flexible instruction for learners with a range of learning styles and goals within one cohort, so that all learners have access to services that meet their needs.

Gap: Workforce Preparedness

Many of the students in noncredit programs indicate that they are seeking employment however, many of the students are not aware of the types of employment opportunities that are available in the community or the lack the vocational training and soft skills that match workforce needs. Furthermore, a mismatch between student's skills and knowledge and industry needs was addressed as a workforce issue.

- *Strategies to Address the Gap*
  - Further develop Vocational ESL courses and Certificate programs that adult school students can enroll to increase their English literacy and workforce soft skills.

  - Embed soft skills training into all noncredit certificate programs. Facilitate learners' participation in programs that demonstrate clear connections between learning and adults' broader lives, including content that is contextualized around the soft skills and specific abilities required for employment, life and family skills, financial literacy skills, and occupation/career specific skills.

  - Educate learners and align program offerings around real opportunities for employment, education, and training.

  - Hire a Labor Market Consultant to keep a pulse on real-time labor market information and workforce needs from local employers. Real-time labor market information will be used to ensure that vocational training is continuously aligned to industry needs.

  - Increase the availability of certification programs that meet industry needs, and create internship and subsidized work experience for noncredit students.

  - Engage employers in partnerships to:

    - Evaluate and contribute to curriculum and training design;
    - Provide job training for new and/or incumbent workers;
    - Integrate work experience and industry-based credentials; and
    - Recognize the integration of career pathways and credentials in employment and promotion practices.

Gap: Student Awareness of Programs and Services

Most students learn about program courses and services through word-of-mouth. Funding is currently not available to support marketing efforts.

- *Strategies to Address the Gap*
    - Hire a Marketing Consultant to manage and coordinate marketing and communication strategies for noncredit.

    - Develop and implement a marketing plan focused on the local community to raise awareness and emphasize all programs offered at the Garfield campus.

Gap: Additional Student Support Services Needed

Additional support services are necessary in order to support the needs of students ranging from counseling (career, academic, mental health), links to community referrals, transportation, and childcare for parents.

- *Strategies to Address the Gap*
    - Offer comprehensive academic and career counseling
        - Transition counseling
        - Vocational skills assessment

    - Counsel DSPS students (continuing and future) to determine their goal and suggest going to noncredit, if applicable and appropriate

    - Refer individuals with ID and more severe disabilities to programs in the region designed to meet their needs. (Example: Campbell Center (used to be called GAR), FACTS, ILC, Help Group, Regional Center, Department of Rehabilitation)

    - During focus groups, students expressed a strong desire to have a course or workshop offered in the region that would provide more information on how to adjust to living in the United States, such as navigating the education system and finding employment. The Armenian Relief Society will provide a series of workshops to Garfield students (especially to new immigrants) on adjusting to living in the U.S. Armenian Relief society.

Gap: Increase Access to ESL Courses

The need for ESL services will remain in high demand since demographic data show a continued influx of immigrant populations. It is also clear that the language needs of the limited English proficient adult education population in the region are substantial and this is a major target for adult education services.

- *Strategies to Address the Gap*
  - Expand current ESL program by hiring additional faculty and offering more courses at satellite campuses and online.

Gap: Noncredit Programs do not Exist Exclusively for Adults with Severe Disabilities

Adult Education is open to all individuals in the community without exception. Individuals with any disability are able to enroll in the Garfield Student Success Center Program if they wish to pursue their GED or High School Diploma. They are not restricted from taking absolutely any other class that Garfield has to offer. What is known is that students with minor learning disabilities are the most successful in such a program. Because much of what Garfield offers is self-paced and short term, it is noticed that students with minor learning disabilities can survive the rigors and succeed.

Once an individual identifies themselves or believes they have an unidentified learning issue, a Learning Specialist is contacted from the main campus and comes to Garfield to meet with the student to administer testing, do an intake and discern the individual's needs. Afterward a plan is written and handed to the Garfield teaching staff. What is known is that many individuals attending Garfield who have had previous special education in K-12 do not always identify themselves as having this background. If they don't identify, no accommodations can be given.

Noncredit programs do not exist exclusively for adults with severe disabilities in the region. This statement actually refers to the students with more involved disabilities that can be categorized: Intellectually Disabled, Autism (not Aspergers).These individuals have been found to meet with little success in Adult Ed programs such as Garfield. For example, the self-paced structure of Garfield's GED/High School Diploma program places adults with disabilities at a disadvantage. Many students who self-identify as having a disability or are tested and are found to have a disability tend to make slow progress or drop out of the program. Sometimes students return after a brief or long absence.

- *Strategies to Address the Gap*
  - Create specialized program to meet their educational needs and challenges to insure the successful completion of adult education programs for adults with disabilities.

Gap: Trained Personnel in Working with Special Student Populations Not Available

The Garfield campus does not have trained personnel in working with special student populations available to teach adult education classes and/or meet student's needs.

- *Strategies to Address the Gap*
  - For those students with disabilities for which Adult Ed noncredit programs are appropriate, a Learning Specialist/Advisor should be hired and assigned to do the following:
    - Outreach to GUSD special education students and programs
    - Sit in on Exit IEPs and Transition Plans when requested
    - Link individuals with community agencies
    - Assist individuals in enrolling in noncredit or credit programs that GCC offers
    - Build a plan for incoming Adult Ed students with a background in Special Education
    - Assess individuals in Adult Ed for a learning disability and accompanying services upon request of the individual or teaching staff
    - Monitor student's progress in Adult Ed program

Gap: Numerous Special Education High School Graduates are Unprepared for the World of Work

Garfield currently offers a 6-week class that focuses on resume building, interviewing, job searching, etc. It is highly successful but not necessarily so for students who are impacted by a disability and require specialized programming and services. Additionally, a Career Center is present on the Garfield Campus that offers one-on- one assistance with job searching.

The credit campus (GCC) offers courses in career and major exploration. Only one course (Vocational Pathways) is offered with disabled students in mind. It is 13 weeks in duration and covers topics as ADA, career exploration, budgeting, becoming independent, entering the employment market, interviewing, etc. It is taught by a Learning Specialist/WAIII Coordinator. This class averages an enrollment of less than 15 students per semester.

Observations from program staff indicate that numerous students in Special Education who graduate high school are unprepared for the world of work unless they have been an active participant in WAI. They are not ready to seek employment, know what qualifications are necessary for various jobs, have an idea of where their talents lie, know how to speak to employers, etc. Moreover, there is no facility that houses a free hands on functional assessment possibility where individuals can be introduced to business machines that will be used in a retail setting (example; cash register, scanner, credit card machine), in an office setting (example; multi-line phone system, filing, data

entry computer programs with adaptations), hospitality setting (housekeeping, banquet serving), childcare setting (playtime activities, preparing learning centers, bulletin boards), etc.

- *Strategies to Address the Gap*
    - o Establish curriculum for pre-employment preparation classes/workshops to be offered at a noncredit/adult education campus
        - Offer classes for individuals with disabilities who are readying for employment.
        - Develop a functional assessment "lab" for individuals with disabilities to expose them to "tools of the trade" in industries that have the most job possibilities in the current market.
        - Offer 3 classes per week for 16 weeks (day class, evening class, Saturday class). Each class meets one time per week. Curriculum to be the same for each class so that if a student can't make their regularly scheduled day class one time they can attend the Saturday class that week without missing anything.

    - o Hire teachers with Special Education background to teach pre-employment preparation classes.

    - o Upon completing the pre-vocational employment prep classes and functional assessment (if applicable), the student will be referred to: VJC, Dept. or Rehab, Goodwill Industries and other job placement agencies for a job.

Gap: Knowledge of Options and Community Agencies that Offer Assistance to Individuals with Disabilities is Limited

Students, parents, K-12 Special Education Teachers and Staff often are unfamiliar with resources that could be helpful to their students. At the credit and noncredit level of college, many staff is unfamiliar with community resources that can benefit the individuals they see in their classes or in their offices. Currently, no complete directory of services exists containing all options and community agencies that offer assistance to individuals with disabilities that are 16 years of age or older.

- *Strategies to Address the Gap*
    - o Build a directory of services/programs that contains concise info and a description of services for disabled individuals 16 years of age and older. Additionally, this info will contain the name and phone number of the person at the resource that could be contacted.
    - o Mass distribution of the resources directory to school districts, colleges, students and their families, Foothill SELPA, etc. should occur. This directory should be in print as well as available on line with yearly updates

- Create an advisory committee consisting of a representative from each service should to meet and talk over where linkages can continue to be fostered and needs discussed.

Gap: Availability of Student Data is Lacking

Consistent and reliable data to track student outcomes/program impact (attendance, gained employment, etc.) and individual & collective assessments is needed.

- *Strategies to Address the Gap*
    - Organize and report on existing regional student data.
    - Create regional database of adult school students.
    - Create a regional data gathering system with various success indicators to track student's use of adult education services across agencies and outcomes

Gap: Student Placement into High-Demand Occupations that are not aligned with current CTE Training

- *Strategies to Address the Gap*
    - Develop relationships and formal agreements with local employers for the placement of noncredit students into their companies/organizations
    - Gather real-time labor market information to identify in-demand occupations and their education/training requirements

Gap: Formal Pathways from Noncredit Short-Term CTE Courses into Credit CTE Courses do not Exist

- *Strategies to Address the Gap*
    - Creating introductory courses that feed into credit courses will help students get their "feet wet" with fundamental concepts and skills in credit career technical courses in Computer Aided Drafting and Engineering.
    - Link Non-credit welding class (Garfield) to manufacturing class (Main Campus)
    - Link Front/back office medical records non-credit programs (Garfield) with Health Info. Technologies (Main campus)

Gap: Serving Pre-Literacy Students (Below 3rd Grade)

- *Strategies to Address the Gap*
    - Provide release time from teaching for ABE coordinator to liaise with local libraries to strengthen partnerships with pre-literacy programs.

- Create a network of Volunteers connected with libraries to assist pre-literate adults.

Gap: Available Professional on Career pathways, SEP development, Financial Aid, and Assessment

- *Strategies to Address the Gap*
  - Develop and Present materials to faculty on Career pathways, SEP Development, Financial Aid, and Assessment.

Gap: Connection between Noncredit Programs Needs Strengthening
- *Strategies to Address the Gap*
  - Strengthen Connections Between NC ESL and ABE Classes
    - a. Hire adjunct Faculty to instruct a blended ABE/ESL Class
    - b. Create clear transitional pathways between ABE, NCESL, and college ready NCESL
  - Strengthen Connections between ABE/ASE and NC business Classes
    - Engage NC Career counselors to provide articulation between ABE/ASE and NC Business Classes

Table 4.1: Implementation Strategies to Address Identified Gaps

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Career Integration into ESL	1. Vocational ESL Classes	Teachers, Curriculum	Based on teacher salary schedule	GCC Dean	Enrollment and completion	Fall 2015-Fall 2018
Counseling & Student Support Services -Comprehensive work counseling -Counseling to continue to offer immigrant student career/academic exploration	1. Outreach from Verdugo Job Center 2.Training for counseling	1.Printed Material 2.Bilingual Materials/Translator	Counselor Hourly Rate- $60/Hr	1. VJC 2.GCC Dean	1. Records kept by VJC on clients served and placements made into employment	Fall 2015-Fall 2018
Need Regional Counseling and Student Support Services	Develop process for coordinating Regional Counseling Services	Academic counselor(s) Transition counselor(s)	$60,000 Ea.	Members - EDD/VJC	Personnel Evals.	Fall 2015-Fall 2018
Counseling and Student Support Services (Lack of career counseling/Lack of support services in navigating school and employment systems)	Develop Vocational Skills assessment, Formalize preparedness training to help students survive in real world of post-secondary education and employment	Assessment office, flyers, Marketing Materials, Counselors, Staff	$5,000/$150,000	Members	Reports	Yearly
Coordination of Services and Programs	1. Hire and interagency Liaison	Leader/Coordinator	$70,000	GCC/VJC/Library	Evaluation of performance; Surveys/interviews to measure communication and coordination amongst organizations	Fall 2015-Fall 2018

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Access to ESL Courses -Limited program capacity at GCC -Lack of staffing @ offsite locations for ESL programs	1. Hire additional ESL faculty Members - Part time or full time? 2. Lease Facilities off-site	ESL Faculty/Facilities off-site	$55,000 Starting Salary	GCC	Data/Student Assessment Scores	Fall 2015-Fall 2018
Non-credit programs do not exist exclusively for adults with disabilities in the region.	1. Hire - Program Coordinator, Learning Specialist to do assessments, Teaching Staff	Development of Job Classification description/ Human Resources	$50,000 $40,000 $120,000 35Hrs/Week for 10 Months	Adult School Administration	Evaluation	Spring 2016-Spring 2018
Curriculum Specifically designed to meet the needs of Adults with Disabilities	1. Establish Curriculum A. Soft Skills, Basic English, Math, Banking Skills	Textbooks, Software, Computers	$50,000	New Adult SPED Faculty	Student Performance on Assessments	Fall 2015-Fall 2018
Serving Learning Disabled Students	Hire Transitions counselors for students with disabilities Hire SPED Counselor to provide services to LD students and assistance to instructors in ABE/ASE,ESL, and NC business	Part time Transitions Counselors Part time SPED Counselor	$25,000	ABE/ASE Coordinator/ESL Chair/NC Business Chair/GUSD/Regional Center	Clear Pathway for Transition/Instructor effectiveness assisting students with LD/Tracking student with LD Progress	Spring 2016-Spring 2018
Strengthen Community Partnerships (Limited interactions with community partners)	1. Link with community & Verdugo Job Center, and Department of Rehabilitation, and Regional Center 2. Open Communications 3. Establish Channels for services 4.Specific Requirements 5. Assessments from Employers	Admin, Specific Requirements, Assessments for job seekers with disabilities, Assessment Specialist	$30,000/$10,000/$25,000	Inter-Agency Liaison New AWD Staff, Garfield Admin, Verdugo Job Center, DOR, Regional Center	Evaluation by Administration - Surveys/Interviews to measure communication and coordination amongst organizations	Spring 2016-Spring 2018

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Facilities and tools	1.Technology - Student computers and asst. programs, color printer for computers, Phones and phone lines Internet Service, Fax machine and dedicated phone line Staff Computers/1 Colored Staff Printer 2. Hire Staff (Clerical) 3. Allocate Physical Space to create Learning lab 4. Materials: - Computer Ink and fax Ink, Computer paper/resume paper, Student tables/Chairs, Computer, Table and Chairs, Staff Desk and chairs, 2-4 Drawer File Cabinets 10 Boxes of file folders/hangers	Learning/Job Readiness Lab/Classroom Instructors/Clerical	$60,000	New Staff	Evaluation by Administration	Spring 2016-Spring 2018
Workforce Preparedness	1. Offer Workability II 2. Subsidized Employment Internships	Job Developers	$40,000	Dept. of Rehab and Regional Center Staff	Tracking entry into the workforce	Spring 2016-Spring 2018
English & Workforce Literacy (Low English and workforce literacy among adult learners in region)	Offer VESL Classes and Certificate programs that adult school students can enroll to increase their English literacy and workforce soft skills	Instructor(S)	$60,000 ea.	GCC and the City of Glendale	Personnel Evals. , Retention and completion of certificates, assessments to measure increase in student's literacy and workforce soft skills	Yearly

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Student Placement into High-Demand Occupations that are aligned with CTE Training	Develop relationships and formal agreements with local employers for the placement of noncredit students into their companies/organizations Gather real-time labor market information to identify in-demand occupations and their education/training requirements	Career Counselor/LMI Consultant	$30,000	VWIB	LMI Reporting	Yearly
Formal Pathways from Noncredit Short-Term CTE Courses into Credit CTE Courses do not Exist	Link Non-credit welding class (Garfield) to manufacturing class (Main Campus) Link Front/back office medical records non-credit programs (Garfield) with Health Info. Technologies (Main campus)	Articulation Coordinator	Noted in OBJ 3	GCC		Yearly
Serving Pre-Literacy Students (Below 3rd Grade)	Provide release time from teaching for ABE coordinator to liaise with local libraries to strengthen partnerships with pre-literacy programs Create a network of Volunteers connected with libraries to assist pre-literate adults	Funding and time allotment for ABE coordinator/Creating of volunteer pool associated with libraries	2 Units of release time for ABE Coordinator/ Cost of training volunteers	ABE Coordinator/Glendale Library/Local Libraries	Create Referral system/Track progress literacy into ABE Program	Spring 2016-Spring 2018
Deliver Professional on career pathways, SEP development, Financial Aid, and assessment	Develop and Present materials to faculty on : Career pathways, SEP Development, Financial Aid, Assessment	Coordinator and Presenter	$2,000	Counseling, Financial Aid, Career Center, Assessment	Pre/Post-test of faculty knowledge	Spring 2016-Spring 2018

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Strengthen Connections between Non Credit Programs	Strengthen Connections Between NC ESL and ABE Classes a. Hire adjunct Faculty to instruct a blended ABE/ESL Class b. Create clear transitional pathways between ABE, NCESL, and college ready NCESL	Qualified adjunct Faculty Release time to create and advertise transitional pathways	$60/Hr./1 unit Release Time	NCESL and ABE Coordinators	Establish Hybrid ABE/ESL Class Tracking Students' successes in transitioning between NCESL and ABE, and ABE and NCESL	Fall 2015-Fall 2018
	Strengthen Connections between ABE/ASE and Nc business Classes a. Engage NC Career counselors to provide articulation between ABE/ASE and Nc Business Classes	Updated training for career counselors	Part of Present job description	ABE/ASE Coordinator/NC Career Counselor/CalWORKS Coordinator	Tracking of students' successful transition and completion of NC Business certificate	Fall 2015-Fall 2018
Create Awareness in Community of Educational Opportunities for Adult Students (Marketing)	Direct Marketing to zip-codes in consortium/2 Mailings for fall & spring	Development and design of postcard/brochure	$10,000	ABE/ASE Coordinator	Tracking response rate to enrollment	Dev. Spring 2016, Drop mail Summer 2016
	Market Certificate Programs across the region	Flyers, brochures listing programs and contacts, website, graphic lattice, marketing consultant, all program information materials will be translated	$5,000/$10,000/$70,000	Members	Referral Tracking/Personnel Evals.	Ongoing/Yearly
	1. Graphic handout explaining options	Graphic Designer/Input from group about what the pathways are	$10,000	Consortium Liaison	Student and staff feedback	2-3 Months

Need/Gap	Strategies to Address the Gaps	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Student Data Tracking System	Create tracking systems to measure student transitions to postsecondary education and the workforce.	Researcher	$91,000	GCC	Quantitative Qualitative	Spring 2016-Spring 2018
Helping New Immigrant Students Adjust to Life in the U.S.	Offer workshop	Facilitator Materials	$5, 760	ARS	Student Surveys	Fall 2015-Fall 2018

CONSORTIUM PLAN OBJECTIVE #5: PROPOSE APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARDS HIS OR HER ACADEMIC OR CAREER GOALS

Student Acceleration

Accelerated timing for transitions between programs must be developed and implemented to maintain learner momentum (e.g., dual enrollment/dual credit programs, non-credit to credit transfers, embedded programs, concurrent programs). Frequent skills assessments should be used to more quickly advance those learners who are exit-proficient in a given program of study.

Supporting adult students' in meeting their academic and career goals is a top priority for the Glendale consortium. To date, the consortium team has discussed a variety of strategies that will help students to more quickly complete their adult education programs so that they can transition to college credit courses at GCC and or employment.

Develop GED Plus Classes & Assessment
- Develop "GED Plus" classes to truncate time in remedial credit classes both in English and Mathematics. Steps to implementation include:
  - Designing and develop course and lesson plans.
  - Creating a tracking system to record successful transition to credit Math and English.
  - Hiring adjunct faculty to teach courses.

Offer Pre-assessment classes in Math and English
- Expand pre-assessment courses offerings for Math and English to more accurately place students at the appropriate level and better prepare them for college level classes. Steps to implementation include:
  - Formalizing the curriculum
  - Creating tracking of students enrolled

Offer Online Curriculum & Resources to Improve English Literacy and Workforce Development

Develop ESL Distance Education Program
Noncredit ESL courses are in high demand. Students expressed a need for the availability of additional course sections throughout the year. A distance ESL education program will be piloted so that students to more quickly complete their adult education program. Steps to creating an online ESL program include:

- Researching distance learning programs
- Selecting highly attended classes (choose top #) that are candidates for distance learning program

- Designing and clear new pilot course offerings through Curriculum Review process at relevant institutions
- Developing assessment tool to determine SLO achievement and impact on accelerated achievement of learning goals.
- Piloting courses

Develop and Pilot a Laptop and Wi-Fi Adult Literacy Program

The Glendale Consortium plans to pilot a laptop lending program for its adult literacy students to support literacy development and transition to employment. The program will be adapted from the New York Public Library's new Library HotSpot program designed for students enrolled in NYPL educational programs and their families.

The laptops will be loaned out to people who are enrolled in an adult education literacy program from a member or partner organization (GCC, LAC, ARS, and IRC) and that also have a Glendale Library card.

The laptops are designed to support students in completing their classwork, access online literacy and library resources, improve job readiness skills, conduct job searches, and apply for employment opportunities. Currently, GCC's Continuing Education adult education students do not have access to school laptops to take home, and public computers available at the Verdugo Jobs Center and the Glendale Library limit patrons to two hours sessions.

Lending laptops with no restrictions on usage per day will allow adult student more time to do in depth work on the computer. Wifi hotspot lending will allow students and job seekers access to the internet all hours of the day.

Individuals without internet are currently dependent on public institutions and coffee shops for wireless access. Lending Wi-Fi hotspots will allow students to work in the comfort of their own home at all hours. Access to laptops and internet is especially helpful for the "on-the-go" adult students juggling multiple family and work responsibilities.

The pilot program will be coordinated and managed by the Glendale Public Library. The library began an iPad lending program in 2014-15 and has most of the infrastructure in place to support the implementation of the laptop lending program. There will be three week lending period to make sure access is provided to students in the region. Students will be able to renew the use of laptops as needed. The program can be piloted with longer lending periods and expanded (with more computers and longer lending periods) if funding allows in the future.
.

Develop Co-enrollment Options

Co-enrollment options where noncredit students can dually enroll in occupational or academic coursework will be developed to enhance and accelerate the learning process so that students can more quickly move on

to the workforce of postsecondary education. Strategies to create co-enrollment options include:

- Increasing co-enrollment of NC ESL and ABE classes as well as ABE/ASE and NC Business so that transition students see the connection between basic skills and vocational content.
- For students placing in NCESL level 3 and above, meeting with transitional counselor for pathway discussion and co-enrollment of classes.
- Hiring qualified instructors

Workshops for Students

- Educate students regarding career and academic pathways and co-enrollment in classes so that they become more familiar how to navigate their education programs.

Create Noncredit Courses and Services Specifically Designed for Adult with Disabilities

[Previously noted in OBJ 4].

Offer Additional Student Support Services

Additional support services are necessary in order to support the needs of students ranging from counseling (career, academic, mental health), links to community referrals, transportation, and childcare for parents. Boosting student support services will help persistence in educational goals, accelerated completion of degrees, increased life skills, and supporting student's capacity to successfully apply for jobs.

- Assess each student's goals to understand how they define their academic and career success and devise a plan to help them achieve their goals

- Offer tutoring to students that need additional academic support.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Student Success & Acceleration (OBJ 5)						
Description of Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Develop "GED Plus" classes to truncate time in remedial credit classes both in English and Mathematics	•Design and develop course and lesson plans •Create a tracking system to record successful transition to credit Math and English •Hire adjuncts	Stipend to create and fully develop course and tracking system Cost of adjunct to teach course	$5,000 ($2,500 per course) $60 per hour	ASE coordinator Credit math faculty Credit English faculty	Post-test for GED plus in Mathematics and English Successful placement of students in higher level credit English and Mathematics classes	Fall 2015 for Mathematics Spring 2016 for English
Offer Pre-assessment classes in Math and English on a regular basis	•Formalize curriculum •Create tracking of students enrolled	Funding for software and instructor tutor	$5,000	NC and Credit Math and English faculty, Assessment Center	Tracking for placement and persistence	Fall 2015
Create Noncredit Programs for Adults with Disabilities Hire staff trained to serve adults with disabilities; Assessments for job seekers with disabilities Establish curriculum and courses for soft skills, basic English, Math, and Banking skills City of Glendale services, staff and facilities (off site location and expansion of existing Club Maple into an additional program for the La Crescenta, Montrose, La Canada are – Club Montrose)	Program Coordinator FT Learning Specialist (1) 10 month FT Teacher Staff (4) PT Transitions Counselor (1) Clerical(2) Textbooks, software, computers Curriculum to be developed or adopted (Hire Consultant)	$120,000 w/ benefits $80,000 $120,000 Listed in OBJ 3 $80,000 $85,000 $20,000	GCC	Measure student success in classes, retention, and transfer to credit programs or the workforce. Track curriculum additions and enhancements	Fall 2015 – Spring 2016

Description of Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Develop ESL Distance Education Program **Develop laptop Lending Program**	1. Research online programs 2. Select highly attended classes (choose top #) that are candidates for distance learning program 3. Design and clear new pilot course offering through Curriculum Review process at relevant institutions 4. Develop assessment tool to determine SLO achievement and impact an accelerated achievement of learning goals. 5. Pilot courses	Hire instructor •Professional development for teachers •Purchase computers Coordinator/computers	$200,000 $62,000	GCC GCC, LAC	Track usage statistics Student performance tracking	September 2017
Integrated ESL Courses	1. GCC will continue to develop VESL program 2. Continue to identify CTE programs in which integration with ESL can lead to completion within # months for full-time students and # months for part-time students	Instructors VESL Faculty Lead	Previously noted in OBJ 3	GCC	Graduation and job placement data	Yearly
Co-Enrollment (Noncredit) •Noncredit ESL and ABE •ABE/ASE and NC Business	For students placing in NCESL level 3 and above, meet with transitional counselor for pathway discussion and co-enrollment of classes.	Transitional counselor	Prev. noted in OBJ 3	Garfield Counseling, ABE/ASE, NC, Bus, NC ESL	Course registration trends and completion rates	Spring 2016
Workshops for Students •Career & Academic Pathways •Co-enrollment options	Educate students regarding career and academic pathways and co-enrollment in classes	Time and space for student workshops		Successful student articulation between and through programs	Track student educational plans progress to completion.	Fall 2015

CONSORTIUM PLAN OBJECTIVE #6: PROPOSE STRATEGIES TO COLLABORATE IN THE PROVISION OF ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND OTHER STAFF TO HELP THEM ACHIEVE GREATER PROGRAM INTEGRATION AND IMPROVE STUDENT OUTCOMES

The consortium team has identified several possible professional development opportunities for staff, faculty, and administrators across the region.

PROPOSED COLLABORATIVE DEVELOPMENT STRATEGIES

Digital Literacy
Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. A professional development participant will learn about the basic underpinnings of digital literacy including:

- Employing a variety of skills –technical and cognitive – required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats.
- Exploring diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information.
- Understand the relationship between technology, life-long learning, personal privacy, and stewardship of information.
- Utilizing skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public.
- Employing skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community.

Distance Learning
Distance learning is a style of delivering education and instruction to students who are not physically present in a traditional setting such as a classroom. Distance learning allows students to learn when the source of information is separated from them by distance, time or both. Professional Development participants will learn how to develop and deliver universally accessible, academically sound, and technologically advanced instruction at a distance, while supporting student success, responding to community needs and promoting faculty innovation. Distance learning often involves heavy use of technology to coordinate course lessons, activities, assignments, exams, etc. Distance education courses that require a physical on-site presence for any reason (including taking exams) have been commonly referred to as "hybrid" or "blended."

Curriculum Alignment
Curriculum alignment is the process in which educators across all levels formally evaluate a course or an educational program to address the changing needs of students and the workforce. Professional Development participants will learn how to collaborate

to develop the curriculum and ensure there are no gaps that may impede academic progress. Research on curriculum alignment shows a strong correlation to student achievement. It also helps to modify courses and programs to better target student success and make better use of program resources. Curriculum alignment can also help reduce remediation and help students earn postsecondary credentials faster.

Building Community Partnerships
Strategic community partnerships are a key component of systemic school and community engagement in education. These partnerships draw on the strengths of community groups as they surround students with an array of support to enhance learning and prepare them for the 21st century. Professional Development participants will learn how to create a culture of communication with each other to ensure that the services they provide meet the needs of their communities.

Teaching Students with Disabilities
Instructors of students with disabilities need to ensure that all students with disabilities have equal access to educational opportunities in the learning environment, so they can participate freely and actively. Professional Development participants will learn strategies to assist instructors in meeting the growing diversity of student needs in the classroom, particularly those with disabilities. Sample sessions include:

- o In-service staff on how to follow plan written by Learning Specialist
- o In-service main campus DSPS staff and DSPS students about Garfield's offerings
- o In-service GUSD staff, RSP students and their parents about Garfield.
- o In-service Foothill SELPA about Garfield's programs.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
ESL Methodology Best Practices	Whole group workshop presentation	ESL	$100,000
Mobile Technology	Whole group workshop presentation	Mobile Technology + ESL	$50,000
Instructional Technology	OTAN Face to face workshops + webinars	Instructional Technology + ESL	$50,000
Andragogy	Use CALPRO resources	Classroom management lesson planning	$50,000
Tolerance/Awareness Training	Sensitivity training Ellen and Maria can put information here	Adult with Disabilities	Flex credit
Sensitivity Training	SELPA-no-cost workshops for staff, parents and community members	Adult with Disabilities	$10,000
Community Assets	Community-utilize community members and agencies	Adult with Disabilities	
Resources	Parent Transition workshop—to inform parents about options for student's transition after high school	Adult with Disabilities	
Aligning Curriculum for	Meet with GUSD faculty to develop curriculum that meets and builds on Common Core	ABE/ASE	$6,000
College and Career Readiness Standards,	Conference attendance in specific content area	ABE/ASE	
Improving content knowledge	Strengthening Student Success Conf, COABE, CASAS	ABE/ASE	

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Developing Self-Efficacy and Persistence in Students	Provide workshops to incorporate growth mindset in the classroom. Skip Downing "On-Course" workshops	ABE/ASE	$3,000
Identifying Learning Disabled Students	DSPS and SELPA led workshops for consortium	ABE/ASE, NCESL, SELPA, Library	$500
Improving Technology Skills: Moodle, Software, **Using Technology in the Classroom**	OTAN training, CALPRO training, GCC IT training	ABE/ASE, NCESL, CTE	$2,000
Improving Teaching Techniques: **Class Management, Differentiated Learning, Lesson Plan Development,**	CALPRO, GCC Faculty Staff Development	ABE/ASE, CTE, NCESL	$2,000

Table 6.2 Collaborative Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Training for counselors to assist (foreign) students who earned primary education/degrees abroad	Participants of all agencies	Counseling	$100k
Training in engagement strategies	Participants of all agencies	Methodology	$100k
Availability of local services/programs for adult education	Participants of all agencies	ESL	$100k
Adult School staff professional development or instructional strategies for AWD success **"Autism, How to Teach, Behavior Management, Curriculum Adaptation"**	Fund for substitute costs for faculty and staff to attend trainings and workgroups to establish curriculum and to become skilled at working with Adults with disabilities.	ADW	$100,000
Developing Partnerships with Community Businesses and Agencies	Utilize outside agencies/companies to enrich current programs and advice on program development	AWD	N/A
CTE Curriculum Alignment	Curriculum alignment between GCC and High School Teachers	All CTE	$10,000

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Assessment	Joint counselor training on student education plan	Pathways	$7,500
Future Careers	Presentation of economic forecast to high school students … I.E. "Building your future based on whether the job opportunities are.."	CTE	$3,000
Various	Students presenting to other students Career, goals.. Career Fair	CTE	$2,500
Offering Distance Ed courses—hybrid, online	Annual face to face presentation with online archive	CTE, ESL, ABE/ASE	$500 yearly
Teaching Digital Literacy	Annual face to face presentation with online archive	CTE, ESL, ABE/ASE	$500 yearly

CONSORTIUM PLAN OBJECTIVE #7: PROPOSE STRATEGIES TO LEVERAGE EXISTING REGIONAL STRUCTURES

We believe that the most effective way to provide adult learners with customized packages of learning services will be through collaborative partnerships involving multiple organizations in a region.

In this approach, individual members and partners would focus on providing those services for which they have a competitive advantage, have demonstrated success in service provision, are open to innovating and implementing programs based on the vision for AB86's adult learning infrastructure, and demonstrate a willingness to work collaboratively with other partners.

Each collaborative would deliver services in a way that is seamless for learners and offers opportunities for entry to learners at all skill levels in a region. Each member/partner would demonstrate a system of referral among a range of partners, in which it is clear what services would be offered by which entities and how learners could transition from one provider to another. This includes community-based providers offering resources that would eliminate or reduce barriers to education. Each consortium team organization would be responsible for engaging employers in planning to ensure that programs align with the needs of regional economies.

Stronger collaborations between adult education providers are warranted in order to better leverage resources and align programs. Goals is not to duplicate services but to blend programs to best meet needs of "Clients" at the adult school.

Proposed Collaborations to Leverage Resources

Link up with or establish connections with Verdugo Job Center Services, Department of Rehabilitation, City programs for the disabled, Regional Center and other non-profit agencies for Adults with disabilities.
- o Try not to duplicate services but to blend programs to best meet needs of "clients" at the adult school
- o Partner contributions may include: facilities, staff, supplies, apprenticeships, internships, and subsidized employment opportunities.

Verdugo Jobs Center
- o Improve high school student's soft skills through GCC or VJC programs/classes
- o Develop mutual understanding of programs and curriculum. Offer two-way referrals. Adult education noncredit students will be referred to VJC services. VJC clients will be referred to noncredit programs.
- o VJC will have a case manager that will provide employment counseling and placement services to students from the Garfield campus, and

Glendale library. The case manager's office will be co-located at the VJC and the Garfield campus and Glendale library.

Glendale Unified School District
- Noncredit ESL are working with the Glendale Unified School District to offer satellite classes at Edison Elementary. These courses will serve mainly parents of current GUSD students.

Glendale Public Library
- The library in collaboration with the Adult Basic Education noncredit program will develop discrete programs to better serve adult basic education students and develop referral pathways.
- The library will project manage the Adult Literacy Laptop lending program.

Armenian Relief Society
- During focus groups, students expressed a strong desire to have a course or workshop offered in the region that would provide more information on how to adjust to living in the United States, such as navigating the education system and finding employment. The Armenian Relief Society will provide a series of workshops to Garfield students (especially to new immigrants) on adjusting to living in the U.S. Armenian Relief society.

Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Tasks/Activities needed to Implement Support of the Program	Member Counterparts	Partner Contribution	Timeline
VJC GUSD BUSD LCUSD; DOR	Collectively develop a program to serve LD students for the district and create pathways for advancement; Link up with or establish connections with Verdugo Job Center Services, DOR, City programs for the disabled, Regional Center and other non-profit agencies for Adults with disabilities	Dept. of Rehab Regional Center GYA Verdugo Job Center GUSD,BUSD,LCUSD GCC Garfield	Facilities Staff Supplies Apprenticeships Internships Subsidized Employment Mentors	1-2 Years, Spring 2016
GUSD, VJC	Improve high school students soft skills through GCC or VJC programs/classes	Garfield	GCC VJC	2016
GUSD	ESL Programs at Edison Elementary that will provide courses to current GUSD Parents	Garfield	Classroom Facilities	2016
Verdugo Job Center	Develop mutual understanding of programs and curriculum. Two-way referrals. ABE/ASE noncredit students will be referred to VJC services. VJC clients will be referred to noncredit programs.	VJC and Garfield	Collaborative Workshops	Fall 2015
Glendale Public Library	Develop discrete programs to better serve ABE students and develop referral pathways	Garfield	Volunteer Pool	Spring 2016

THREE YEAR IMPLEMENTATION PLAN

The action plan assembled by the workgroup is to be rolled out over a three year period with each year consisting of increasing implementation, assessment, and evaluation. Year one will consist of the finalization of a plan for implementation with an effort to build regional capacity of the programs and services provided. Year two will see the initial steps towards implementation with a preliminary assessment of program effectiveness and needs. Year three will incorporate program revisions as needed with recommendations for expansion of programs and services as determined by the workgroup.

Action plan will be rolled out over a three year period.

- YEAR 1:   Plan for the implementation and build regional capacity to roll out action strategies.

- YEAR 2:   Begin implementation. Assess program effectiveness and needs.

- YEAR 3:   Revise program as need and scale up programs and services.

EVALUATION & ACCOUNTABILITY

An integral component of action plan implementation is continuous monitoring and evaluation to ensure that goals and objectives are being met. The consortium will employ an adaptation of the Pathways to Results program evaluation model developed by the Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign[5].

Pathways to Results (PTR) is an outcomes-focused, equity-guided process that is designed to improve programs, pathways, and policies that support student transition to and through postsecondary education and employment. PTR focuses on addressing equity gaps between diverse learner groups and on improving processes that influence student success.

Goals

- Improve student transition to college and careers
- Develop outcomes- and equity-focused Programs of Study
- Engage in 5-phase continuous improvement process

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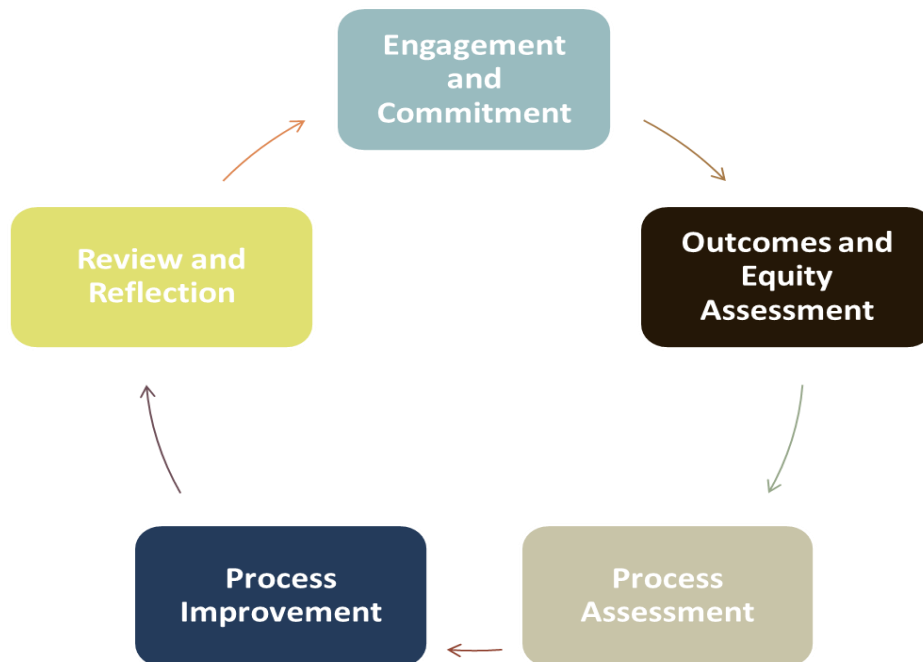
[5] Jones, A., & Bragg, D. (Eds.). (2014). *Pathways to Results team leader guidev(Rev. ed.).* Champaign, IL: Office of Community College Research and*v*Leadership, University of Illinois at Urbana-Champaign. http://occrl.illinois. edu/files/Projects/ptr/PTR Team Leader Guide.pdf.

Pathways to Results (PTR) Steps

Garner Engagement and Commitment
Engage leaders in an effort to form partnerships and identify the PTR team. The partnership is to engage all stakeholders to gain the commitment of its partners. The PTR team is to develop a plan of action for the entire project. The PTR team is to draft the first part of the PTR plan.

Develop Outcomes Indicators and Equity Assessment
A way to measure the success of the consortium in moving learners toward their goals is by tracking student achievement of momentum points, which are critical points that affect student success and have some relevance to the learner and a given institution. These could also be defined as the incremental goals identified in a learning plan. Examples of momentum points that build toward college-level skills and success include:

- Significant gains in test scores for adult literacy or English language proficiency
- Earning a GED or high school diploma
- Passing pre-college writing or math courses
- Earning the first 15 college-level credits
- Earning the first 30 college-level credits
- Earning college-level credits in math
- Computation required for applied degrees
- Quantitative reasoning required for transfer degrees
- Earning college-level credits in English
- Completions
- Certificates
- Associate's degrees (technical or transfer)
- Apprenticeship training
- Less than college ready to college level
- Little to no college level to some college level or more
- Some college level to credential or beyond
- No college math to preparing for and completing college math

The consortium will use student data to identify areas of success in student outcomes and gaps pointing to any inequities between student groups that need to be addressed.

Table 19. Sample Outcome Indicators

	Outcome Metrics	Progress Metrics
Noncredit Adult Education	- High School Graduation Rate - High School Equivalency Exam Rate - Certificates Awarded - Jobs Attained - CTE Certificates Awarded - Diplomas Awarded - Transfer to CC Rate or Higher Level of Education	- Enrollment in Remedial Education - Success in Remedial Education - Persistence - Retention Rates - Course Completion

Conduct a Process Assessment
An examination is to be conducted on how processes currently operate. A mapping will then be completed of one or more processes that relate to the identified problem(s). Each step in the process is to be examined to identify items that contribute to inequities in student outcomes.

Develop Steps to Improve the Process
A revised implementation plan is to be created to address the identified problem(s). An evaluation plan will then be created to understand what is and what is not working in the process. The team will then engage in implementation and evaluation.

Review and Reflect
The team members are to engage in individual reflection process of overall implementation strategies. Reflections will be used to collectively analyze what areas of the implementation need further development. Improvements will then be applied to the action plan. The team will then collaborate to create sustainable scale-up solutions.

Allocation Committee
The consortium will form an Allocation Committee to oversee overall implementation of the regional action plan and to determine how services should be offered. This committee will have the decision-making authority for operations within their collaboration. This authority includes oversight for how adult learning services are delivered and how the partnership is operated. The committee will also identify its operational structure to determine how resources will be directed toward the partnership's strategy and who will convene the partnership. These decisions are to be based on an analysis of an organization's capacity in terms of the partnership's strategy, credibility with the range of partners, and unbiased viewpoints.

Each partnership will demonstrate documented, regular interaction as a team to conduct planning, analysis, and quality management. Stakeholders will collaborate to develop additional multiple partnerships within the region that focus on service delivery for adults.

Workgroups

In addition, consortium members/partners will continue to develop plans by program area (ABE/ASE, Classes for Immigrants, CTE, Programs for Apprentices, and Programs for Adults with Disabilities). These plans include creating pathways so that students can more easily move from the K-12 system to noncredit programs, higher education or employment, and integrating proven practices to accelerate student's progress towards their goals.

Workgroups representing each of the designated program areas that were formed at the onset of the planning will continue to meet and expand as needed. Each workgroup will be led and represented by content "experts" in each program area including current consortium faculty, staff, and administrators and any new partners that are invited to participate. The workgroups will continue developing plans by program area (ABE/ASE, Classes for Immigrants, CTE, Programs for Apprentices, and Programs for Adults with Disabilities). These plans will include creating pathways so that students can more easily move from the K-12 system to noncredit programs, higher education or employment, and integrating proven practices to accelerate student's progress towards their goals.

Summary

Regional adult education policies and programs must promote shared responsibility for common outcomes across the adult learning infrastructure, invest in the infrastructure to collect data on program performance, and use data to inform decisions about future policies and programs.

Appendix A Requested Funding for Adult Education

Transition & Pathways (OBJ 3)		
Strategies	**Required Staffing/Resources**	**Estimated Cost Per Year (Full-Time Staff Salaries Include Benefits)**
Coordination of Programs & Services	Inter-Agency Liaison	$91,000
	Clerical Assistant	$47,200
Formal Pathways	Articulation Coordinators (4 PT)	$100,000
Pre-literacy to Adult Basic Education	Faculty Release Time (Noncredit faculty leads for VESL, ESL, Business, and ABE/ASE) time to plan lead, and coordinate activities related to pathway creation into credit courses and the workforce.	$80,000
NC to Credit	Engineering Instructor (PT)	$40,000
NC to Workforce	Curriculum Development	$5,000
Noncredit ABE/ASE-> Business	Labor Market Consultant	$30,000
Counseling & Student Support Services	Assigned Counselor/Coordinator	$100,000
Counseling	Assessment Office	$150,000
Tutoring	Academic Counselor	$78,000
Mentoring	SPED Counselor (PT)	$25,000
	Career Counselor (2)	$141,600
	Transition Counselor (PT)(AWD-ABE)	$25,000
	Transition Counselor (FT) AWD-ABE)	$65,000
	Training for Counseling	$5,000
	Tutor training	$100,000
Pathway to Life Long Learning	Staff, materials, space	$2,129
Armenian Relief Society	Workshop Costs	$5, 760

Workforce & Apprenticeship Program Preparedness		
Implement Workability II	Job developers	$80,000
Further develop VESL program and hire VESL instructors	VESL Instructors (3 FT)	$234,000
Mock interviews, field trips, job shadowing	VESL Instructors (2 PT)	$80,000
	Planning administration	$27,000
VJC Workshops	20 Workforce Preparation Workshops	$7,200
Hire a Verdugo Jobs Center Case Manager to help build relationships with local employers and place students into jobs. Case Manger will have their office co-located at the Garfield Campus, Glendale Library, and the VJC.	VJC Case Manager (FT)	$80,000
logistic fees.	Office equipment, wiring, computer, desk partition, etc	$20,000
		$1,613,129

Student Success & Acceleration (OBJ 5)		
Strategies	**Required Staffing/Resources**	**Estimated Cost**
Develop GED Plus Classes & Assessment	Adjunct	$40,000
	Curriculum development	$5,000
Pre-assessment classes in Math and English on regular basis (to help prepare for college placement exam)	Software, Instructor, Tutor	$20,000
Create Noncredit Programs for Adults with Disabilities Hire staff trained to serve adults with disabilities	Program Coordinator FT Learning Specialist (1) 10 month FT	$120,000
	Learning Specialist (1) 10 month FT	$80,600
	Teacher Staff (4) PT	$120,000
	Transitions Counselor (1)	Listed in OBJ 3
	Clerical(2)	$80,000
Establish curriculum and courses for soft skills, basic English, Math, Banking skills; Assessments for job seekers with disabilities.	Textbooks, software, computers	$85,000
Establish curriculum and courses certificate attainment and job place placement	Curriculum to be developed or adopted (Hire Consultant)	$20,000
Develop ESL Distance Education Program	Faculty/Other	$200,000
Co-enrollment (Noncredit)		
· Noncredit ESL an ABE	Hire qualified adjunct faculty	$40,000
· ABE/ASE and NC Business	Transitional counselor (previously noted)	
Workshops for Students		$5,000
Career & Academic Pathways		
Co-enrollment options		
Adult Literacy Computer Lending Program Laptops (80) plus wi-fi service	$62,000	
COST		**$815,600**

Faculty, Staff and Institutional Capacity (OBJ 6)		
Strategies	**Staffing/Resources**	**Cost**
Offer Collaborative Professional Development	Various presenter's	$20,000
	20% release time 1 instruct $18,400 need 2	$31,500
Classes for Immigrants		$300,000
Adults with Disabilities		$10,000
Career Technical Education		$25,000
ABE/ASE		$3,000
Facilities & Tools	Learning/Job Readiness Lab	$60,000
· SPED	Instructors	$80,000
· Lease space for ESL classes	Rental agreements	$45,000
Purhcase book sets for ESL and CTE courses		$100,000
COST		**$674,500**

Access to Programs & Services		
Strategies	**Staffing/Resources**	**Cost**
Expand ESL Class Offerings	Hire additional ESL Faculty	$80,000
Create Awareness in Community of Educational Opportunities for Adult Students	Graphic designer (PT)	$10,000
	Graphic handout, flyers, brochures	$5,000
	Direct marketing to zip codes in consortium	$10,000
	Website	$10,000
	Marketing consultant	$70,000
	Translator (contract basis)	$5,000
COST		**$190,000**

Community, Industry, and Education Partnerships (OBJ 7)		
Strategies	**Staffing/Resources**	**Cost**
Strengthen Existing Partnerships GUSD GCC Credit CBO's Workforce/Industry		Noted in OBJ 6 List costs where applicable Noted in OBJ 3
Develop new partnerships Community based organizations Social service agencies Local employers	Inter-Agency Liaison duties , noted in cell(b3)	
COST		

Accountability		
Strategies	**Staffing/Resources**	**Cost**
Research & Evaluation	Research Director	$91,000
Organize and report on existing regional student data		$2,000
Form Allocation Committee	Faculty Release Time (NOTED in OBJ 6)	
Form Various Workgroups	Faculty Release Time (NOTED in OBJ 6)	
COST		**$93,000**

Estimated Cost for First Year of Implementation	**$3,386,229**
Estimated Cost Over 3 YEARS	**$10,158,687**

Appendix B Student Focus Group and Interview Findings

The challenges and program strengths listed below were identified based on student focus groups with students. The findings also indicate student's goals, training preferences, and any barriers encountered in meeting their goals.

Twelve focus groups have been conducted across adult education providers. Feedback has been collected from 122 students across focus groups.

Table 1. Focus Group Conducted

Program	Adult Education Provider	Completed
Classes for Immigrants (ESL)	**ARS, BAS, GCC SCE, IRC, LAC**	✓
Adult Basic & Secondary Education	**BAS, GCC SCE**	✓
Short-Term CTE	**BAS, GCC SCE**	✓

Interviews have been conducted with three students from Library Arts and Culture and Catholic Charities, Los Angeles, Inc.

Table 2. Interviews Conducted

Program	Adult Education Provider	Completed
Adult Basic & Secondary Education	**LAC**	✓
Short-Term CTE	**CCLA**	✓

Student Goals Across all Program Areas

Student identified the following education and/or career goals during the focus groups:

- Get GED/HS diploma
- Learn English (speaking, writing, etc.)
- Find job
- Become a better citizen of the U.S.
- Be independent
- Help children with school work
- Transfer to postsecondary institution to pursue more schooling, e.g., bachelor's, master's

- Learn a New Trade
  - Ultrasound technician
  - Movie production
  - **Registered nurse**
  - Graphic designer
  - **Accounting**
  - Culinary
  - Childcare provider
  - **Medical assistant**
  - Cable networking
  - **Business owner**
  - Auto mechanic
  - Information technology

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Student Input by Program Area

Students were asked how adult education programs and services have helped them achieve their academic/career goals as well as how programs could be changed or improved to better help them meet their goals. Findings are listed below by program area.

Table 3. Adult Basic and Secondary Education Strengths and Needs

How Classes/Programs Have Helped Students	How Classes/Programs Can be Improved
• Help child with HW • Learned more about English language, reading writing • Feel more inspired to pursue educational and career goals • Get a "good job in the future" • Improve interacting with others	• Allow students to take books home from library • Offer more classes sessions to meet the demand of interested students e.g. have Friday and Saturday classes • Have teachers regularly check homework • Cover class content more slowly during class • Offer additional explanations of some content areas e.g. social studies • Offer sufficient copies of classroom materials esp. for those students that miss class

Table 4. Classes for Immigrants Focus Groups Strengths and Needs

How Classes/Programs Have Helped Students	How Classes/Programs can be Improved
• Learned more about English language, reading writing, grammar, speaking, comprehension, communicating • Write resume, interviewing skills • Helped find (better) job • Helped learn about different cultures • Have better computing and internet skills • Help children with HW	• Offer more options for classes, like conversation and pronunciation • Offer longer courses or additional classes to adequately cover content in books, and for students to feel that they are learning more • Have more opportunities to practice conversations in class and receive teacher feedback • Offer opportunities to practice English with students in other levels • Civics—offer video clips with actors to reinforce material

Table 5. Classes for Immigrants Focus Groups Strengths and Needs

How Classes/Programs Have Helped Students	How Classes/Programs can be Improved
• Understand the American culture, U.S government, political system, constitution, rights • Able to better communicate at supermarket, bank, make doctor's appointments • Have increased confidence in speaking and communicating with others • Making friends	• Have teachers send more class information (updates, materials) via email • Offer more competency exams to measure progress throughout course • Provide access to computer lab more than once per week • Ability to take home learning CD's to listen at home Logistical • Offer smaller class sizes (under 40)—give teachers opportunities to answer student question • Offer classes from 6-9pm • Offer more class offerings—esp. throughout the day , week, and yearly • Offer more course offerings in La Crescenta

Table 6. Short-Term Career Technical Education Programs Strengths and Needs

How Classes/Programs Have Helped Students	How Classes/Programs can be Improved
• Learn about rules and regulation of childcare • Learn about CPR • Audio helps them learn what they need • "I feel confident that with the knowledge I have now that I can find a job in my career goal" • Helping choose career path • Help learn computers • Help find job • Helped with business writing • Help update knowledge • Helped with keyboarding skills • Transferring to credit courses in spring	• Have classes available on Saturdays • Offer more computer classes during week to accelerate learning • Need more subject matter in accounting classes, such as payroll accounting • Provide less independent learning time in accounting classes • Student receive access to Accounting software at home so that they can continue practicing, access to school server

Table 7. Student Support Services Strengths and Needs

How Student Support Services Have Helped Students	How Student Services can be Changed or Improved
• Helpful office staff • Library services are very helpful • Consultations with counselors are helpful in providing academic counseling	• Boost career services: offer current job listings, career fairs, counseling, placement, apprenticeships, internships • More counselors needed • Offer shuttle to campus • Get the word out more to students about services • Need more tutors in content areas other than Math • Ability to check books out from library • Offer day care services • Offer printing services

Student Interests
Student also indicated other classes and programs that they would like to see offered or would be interested in taking.

Table 8. Student Suggestions for Classes & Programs

• Networking events • Multicultural events • Classes on American Culture • "How to "Survive" class in new country—going to the bank, depositing money, navigating everyday life • Offer ESL class at job site • Offer literacy program like the one offered through Burbank's public library • Offer class on career pathways—different careers and requirements to enter field	<u>Vocational Education Classes</u> • Firefighter preparation program • Nursing • Pharmacy tech • Carpentry • Engineering • Electrical/Electrician • Automotive • Administrative/Clerical • Medical assistant—more course options • Lab technician • LVN • Physical therapy • Computer programming • CNA • Design classes • Testing software • Computing • Moodle