



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-019

1.2 Consortium Name:

Glendale Community College District Regional Cons.

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The Glendale Community College District Regional Consortium has organized a collaborative plan to improve and build upon the excellent work that has been established in our region. The planning phase through AB 86 provided a much appreciated in-depth analysis of the great work that has established our region as a collaborative region of educational and workforce professionals. The data obtained from the planning process has also identified key areas of need requiring our individual expertise to come together collectively. The information and data gleaned from research obtained through the planning process identified:

- There is a high demand for programs and services, especially for English as a Second Language classes
- There are limited student support services to adequately support student's transitions to the workforce and postsecondary education
- Noncredit programs do not exist for adults with severe disabilities
- Outreach and marketing for programs are lacking
- Workforce preparedness is needed
- Community partnerships need strengthening
- Availability of student outcome data is lacking

Specific findings included:

- 151,000 individuals in our region lacked basic skills or credentials to attain family-sustaining jobs
- 25,000 (of the 151,000 above) do not possess a GED or high-school diploma
- 13% of adults in our region have minimal literacy skills
- 11.3% of families in Glendale live below poverty
- 33.8% of Glendale Community College entering students place in remedial Math
- 52% of Glendale Community College entering students place in remedial English
- 2% of adults with disabilities in our region participate in programs and services
- Over 50% of Glendale's population was born outside of the U.S.

Based on these findings our consortium requested funding to meet the needs and look to:

- Create seamless transitions and pathways
- Develop a comprehensive student support system
- Offer opportunities to support student success and acceleration
- Build faculty, staff and institutional capacity
- Create access to programs and services
- Create awareness in the community of educational opportunities for adult students
- Strengthen education, community, and industry partnerships

With this in mind our vision is to access new funding to focus on students with disabilities as a priority, while enhancing and improving the adult education programs that exist.

Data in our region provided the members and partners with a view of the region's need to organize pathways from individual successful programs and services to a comprehensive adult education system that directly leads to higher education and the workforce.

Investing in assessments, services, articulation agreements, awareness campaigns, and continued data research will transform our region's adult education program to a recognized resource for adults and industry in our region.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1:

The data provided during the planning stage in developing the Regional Comprehensive Plan for AB86 has not changed significantly in regards to the current levels and types of adult education programs within our region. The added awareness of partner agency services and the continued collaboration has resulted in innovative ideas and plans. Expansion of class offerings to include holding Glendale Community College Continuing Education (GCCCE) classes on site at the local Verdugo Workforce Investment Board has been discussed and is in the process of being negotiated. Expanding GCCCE classes in the evening at various locations of the Glendale Unified School District (GUSD) has also been discussed. These actions will increase access and the number of students enrolled in adult education.

2.2b Objective #2:

Attendance for noncredit Glendale Community College students is tracked and funded by positive attendance which is calculated by counting the actual hours a student is in a classroom. These numbers provide the data that drives enrollment management, facility utilization, and general strategic planning. Comparing the data included in our AB86 planning report which indicated that 13% of the Glendale region's adults have very minimal literacy skills along with the fact that over half of Glendale's total population was born outside of the U.S., we have been aware of the growing need for English as a Second Language. The following data supports this fact:

Positive Attendance hours for ESL and Non-ESL noncredit courses

Annual	ESL	Non-ESL Tot
2012-2013	752,240.5	356,367.4
2013-2014	816,191.0	337,063.1
2014-2015	891,368.8	321,798.6

The demand for noncredit ESL continues to grow annually. The facilities available to support the classes is problematic. Our planning process has suggested and our regional partners have welcomed to expand courses throughout the region. We will focus resources to provide instructors. Rental agreements, leases, and general use terms are being negotiated.

The number of adults with disabilities taking part in adult education programs was based on census data indicating there were 26,521 adults aged 18 and above with a disability in the Glendale Region. The amount served through any partner or member agencies was 479, or 2% of the total population. The GCCD Regional Consortium plan is focused on general awareness with a new focus on adults with disabilities (AWD) to improve access through awareness, assessment, and outreach.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

During the planning stage (AB86) our regional consortium was not asked to focus on programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. In addition, our prioritization of the plan submitted to meet the constraints of the funding authorized will impact the funding and resources our region will focus on this area of adults. However, we have programs and services through the current Lifelong Learning Seminar (LLS) courses provided through Glendale Community College's Continuing Education Program.

The LLS program is a noncredit program focusing training for older adults. The program underwent severe cutbacks over the past 5 years based on the college's re-focused priorities and adjustment to GCC's mission. The Verdugo Workforce Investment Board has maintained programs for older workers. In addition, as a region, we recognize the importance of serving older adults since the median age in our region is 42, compared with Los Angeles County at 35 years of age. We will report on the services and programs available. The implementation of the adult education planning in our region will allow us to describe the work we have done to place adults in education and workforce and build on our success. Data will be forthcoming.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Our region has reported the limited scope of programs for pre-apprenticeship training. Discussions with partner agencies, specifically with the Verdugo Workforce Investment Board has identified possible collaborations with unions and industry to develop apprenticeship programs based on future funding that will be pursued through competitive grant proposals. With the funding provided through AEBG our regional consortium is focused on providing expansion of current programs and services focusing on adults with disabilities.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

During the planning stage (AB86) our regional consortium was not asked to focus on programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. In addition, our prioritization of the plan submitted to meet the constraints of the funding authorized will impact the funding and resources our region will focus on this area of adults. However, we have programs and services through the current Parent Education (PARED) courses provided through Glendale Community College's Continuing Education Program.

The PARED program is a noncredit program focusing on a side-by-side learning experience for parents and their young children. The program underwent severe cutbacks over the past 5 years based on the college's re-focused priorities and adjustment to GCC's mission. It is a program that is consistently in demand. Enrollment is full due to the limited classes and many parents and their children are turned away regularly. The implementation of the adult education planning we underwent in our region will allow us to describe the work we have done. Data will be forthcoming to describe what resources are in place and what services can be augmented, enhanced or started to meet the need of this group of adult learners.

2.3d Collection and availability of data. (REQUIRED)

The Glendale Community College District Regional Consortium has recognized the need to collect and report appropriate data. A consortium Researcher is a priority as the lead in collecting and making regional data available. The data will be utilized for decision making and to measure performance. The current membership of GCC and GUSD are committed to sharing available data. Partners have been encouraged and, during the planning phase, have provided data regarding adult learners in our region.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

The qualifications of instructors have been individually defined by all providers of adult education in our region. In an effort to provide clarification and strategies for statewide reform in this area, we will propose to outline the differences and entities involved in any change. For example, community college instructors for continuing education must meet statewide approved minimum qualifications which are then further defined locally through collective bargaining. Therefore, changes or adjustments to the qualifications must go through statewide academic senate discussion at the State Chancellor's Office and would need to be re-defined through local collective bargaining with union and district agreement. These and other issues will be discussed and presented to provide some common standards among the guidelines in place.

2.3f Alignment of academic content and curricula (OPTIONAL)

The alignment of academic content and curricula has been a topic of conversation in our region to determine what similarities and differences are present in course offerings between and within the members and partners offering adult education. The prospect of creating a unified curricula would be a long-term project, beyond the scope of the AEBG timeline. However, aligning academic content to create a pathways from one program to another has been a more specific discussion in our region. This will be part of the access and awareness our region will provide to adults in our region. Developing a clear direction of entry and exit points in adult education while having access to the partners and members of our region will require a visible and available source of information. We plan to properly align our programs in a way that students will be able to plan their education easily.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

The collaborative process of AB86 has brought together individually successful adult education providers who have worked together in various groups for various programs in the past. GCC and the Verdugo Workforce Investment Board (VWIB) had a tremendously successful partnership with the JTPA program. GUSD has had great success with Career Technical Education grants and STEM grants with GCC. The Armenian Relief Society has worked with GCC in partnership to provide assistance to CalWORKs recipients. Catholic Charities of Los Angeles and International Rescue Committee have worked to provide services to immigrants. These separate and successful collaborations are now together to develop and implement the regional plan for adult education in our region. The benefit from aligning our programs and services to effectively utilize the resources we all have collectively has been clearly defined and our goal is to work together to realize more success in providing services to the adults in education of our region.

Section 3: Consortium Member Signature Block

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