

19 Glendale | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Glendale Local Education and Resource Network Services (GlendaleLEARNS), also known as the Glendale Community College District Regional Consortium, focused its previous annual plans on partnership building and relationship management of those partners. The goal of these partnerships is to work together towards increasing access to adult education for the most vulnerable populations in the Glendale communities. Several accomplishments have been achieved to date including expansion of services to our English language learners and adults with disabilities (AWD). For example, a College to Career course was piloted this summer for AWD to prepare them and ensure success in college enrollment. The course also provided work readiness such as resume preparation and interviewing techniques as well as financial literacy and communication skills. English as a Second Language (ESL) courses were expanded to offer courses in early morning hours as well as evening hours to accommodate parents and working individuals. Partnering with the City of Glendale as well as other GlendaleLEARNS partners, ESL courses are now offered throughout the community including park facilities, to increase access.

In the new program year (PY) 2017-18, GlendaleLEARNS will build upon the strengths of its partnerships to continue expanding access to education. In the fall semester, ESL classes will be offered at local libraries and at the Verdugo Jobs Center, a member of America's Job Centers of California (AJCC). With a successful pilot, the College to Career course will also be offered in the fall. We have integrated our partnership with WIOA administered by GlendaleLEARNS member, the Verdugo Workforce Development Board (VWDB), as well as Department of Rehabilitation, Foothill Special Education Local Planning Area, and Lanterman Regional Center to provide referrals of AWD to programs such as College to Career. In coordination with DSPS, the team developed a universal intake/enrollment process for AWD so they can be co-enrolled by all partners for wrap-around services using a continuum of care model. This model was used for our Uniquely Abled program which co-enrolled students with autism in four different funding sources, combining credit and non-credit education to prepare them as Computer Numerical Control (CNC) Machinists. AEBG provided the work readiness and job placement services. Graduates of Cohort 1 using this model have all been placed into jobs as CNC Machinists or Quality Control. The universal enrollment process will continue as an effective model to serve AWD and will be expanded in 2017-18 to co-enrollment of other students with job placement as their goal.

The VWDB, will continue to co-enroll students into their information system, CalJOBS to track students through job placement and retention. They interface with students and those who identify employment as their goal, are case managed and co-enrolled into programs funded by WIOA. They provide work readiness individual and group services, job placement assistance, coordinate hiring events, and continue case management for 12 months after employment to ensure they are successfully retained. This service will continue in PY 2017-18 with an integrated education approach that includes a continued focus on job placement and retention.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Access to ESL	Regional Fact sheet shows that 20% of ESL need was met in PY 15-16. While enrollments increased significantly in PY 16-17, need continues. According to VWDB, Current data for the City of Glendale includes a population of 200,831 (US Census, 2016), with 125,834 residents age 18 years and over (US Census, 2015). For this adult segment, 79,673 (63%), speak a language other than English. Also, 39,147 (31%) of the adult segment reported that they speak English "less than very well". This provides insight into the current potential customer/student base for ESL services in the Glendale Consortium.	Monitoring measures will assist in determining progress towards meeting need. Specific measures include: # of ESL classes added; # enrolled; civic engagement; skills gained as tracked in TE.
Access for AWD	Regional Fact Sheet shows that GlendaleLEARNs met 0% of needs in PY 15-16. Enrollments for Uniquely Abled and College to Career will show progress beginning in PY 16-17. According to data provided by VWDB, the Glendale population that is 16 years of age and over (working age) total 164,487. Of this total, 26,168 are AWD, demonstrating the potential student base in Glendale (US Census, 2015).	Monitoring measures will demonstrate progress. Measures include: # of programs developed for AWD; # enrolled; # completed courses

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Continue expansion of ESL courses in the community with the implementation of courses at a local library and VJC/AJCC.

Continue integrated partnership and universal enrollment process with partners that serve AWD and ESL populations.

Implement College 2 Career course in fall semester (non-pilot).

Continue Committee structure to develop innovative programs and services that meet the needs of ESL and AWD, including career pathways.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Implement Job Development for AEBG program graduates	4 - Mostly implemented	The sheer volume makes it a challenge to provide job development to all AEBG enrolled students; some are not looking for work because they are retired or are working already; some are not eligible for employment due to immigration status	Increase in dedicated staff from VWDB began in PY 16-17 and will continue in 17-18; greater focus on hiring events connecting groups of job seekers to employers; implement paid work experience (WEX) for AWD to increase employability	Consider challenges in job development when establishing performance measures for job placement status including immigration status and retired students who are not in the labor force.
Implement Success in College Program for AWD	4 - Mostly implemented	First course offered over the summer was a pilot.	The full course will be offered in the fall semester (non-pilot). Integrated partnership and universal enrollment process will be used to increase referrals from partners who provide services to AWD.	Continue best practice sharing.
Implement Workforce Preparation for all AEBG programs	3 - Somewhat implemented	The volume of students enrolled makes it challenge to provide work readiness for all AEBG programs.	Use the Uniquely Abled model which integrates work readiness in the curriculum. ESL held at the AJCC will have access to work readiness and onsite hiring events scheduled, at minimum, once per week.	Continue best practice sharing.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

GlendaleLEARNS will expand its integrated partnership/co-enrollment with partners which began with Uniquely Abled to create career pathways that combine non-credit and credit courses, incorporate stackable credentials that lead to employment with opportunities to transition to 2-year and 4-year degree programs.

AEBG will continue to focus on work readiness, job development, paid WEX, in partnership with VWDB to ensure successful transition to employment of career pathway students.

AEBG will provide the bridge students with ESL and basic skills needs prior to entering career pathways.

GlendaleLEARNS will use best practice/role models for aligning placement tools, curriculum, assessment tools and rubrics.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Career Pathways	5 - Fully implemented	Not applicable	Career pathway in CNC Machinist was fully implemented for AWD. Expansion will continue with other career pathway opportunities. Expansion will be the focus in PY 17-18.	Continue with best practice sharing.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

VESL was implemented in PY 16-17 and will be incorporated into career pathway programs in PY 17-18.

Contextual basic skills will be incorporated into career pathways.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Develop & Implement Professional Development Plan	4 - Mostly implemented	Scheduling comprehensive training that accommodated demanding schedules of faculty and staff, including partner staff, has been the greatest challenge.	Cross-training of partner services began in PY 16-17 and will continue in 17-18. Meetings are held at partner facilities for tours and presentations of services. A professional development survey was administered to develop the professional development plan. A full-year schedule will be implemented to assist with planning. Multiple rounds of training on topics provide multiple opportunities for faculty and staff to attend.	Expanding opportunities for staff and faculty to attend webinars, conferences and other training on adult ed topics. Increase training across state to avoid travel requirements which limit the number that can attend.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Identify professional development offerings currently available by partners and explore opportunities for GlendaleLEARNs faculty and staff to attend or offer training specifically for GlendaleLEARNs.

VWDB will provide quarterly labor intelligence reports that will guide development of career pathways.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Partner Cross-training	4 - Mostly implemented	Some partners remain that need to present their programs and services.	Future meetings will be scheduled at partner sites that still need to present programs.	Best practice sharing

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Integrated partnerships with the local Workforce Development Board, VWDB, already exists. MOU is signed which specifically details leveraging of resources (Phase II MOU required by CA Workforce Development Board). Co-enrollments will continue with WIOA as well as other partners to continue providing the full spectrum of services to students while leveraging resources. GlendaleLEARNs will build upon Uniquely Able as a role model.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$985,475	\$599,406	\$386,069
2016-17	\$1,015,717	\$66,846	\$948,871
Total	\$2,001,192	\$666,252	\$1,334,940

Please identify challenges faced related to spending or encumbering AEBG funding.

Recruiting and hiring qualified faculty and staff has been our greatest challenge. Recruiting and hiring qualified ESL instructors (TESL) significantly delayed the expansion of our courses and addressing our related annual plan goals, as well as expenditures. Once an additional instructor was hired, expansion began immediately. Qualified DSPS staff has also been a challenge and we were able to add additional staff in PY 16-17, also allowing us to develop and implement our pilot College to Career course for AWD. Further, retiring faculty also required recruitment to continue. Although continue to recruit qualified faculty and staff, we have been able to make significant progress with faculty and staff added in PY 16-17.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Using the FIFO method for expenditures, we expect our 2015-16 funds to be fully expended by December 2017. Based on continued expansion of services including planned implementation of career pathways as well as professional development and adding faculty and staff, we expect our 16-17 funds to be fully encumbered by December 2018.

Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- ☒ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
- ☒ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

A handwritten signature in black ink, appearing to read "Raji", is written within a dashed rectangular box.

- ☒ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan