



## Glendale Community College Regional Consortium

### AEBG Planning & Implementation Meeting

Glendale Community College – Garfield Campus

May 25, 2016  
1:00pm-3:00pm

#### Agenda

Agenda Item		Purpose	Person(s) Responsible	Time Frame
I.	Introduction	A. Welcome & Introductions	Alfred	10 min.
II.	Minutes	A. Review & Approval of Minutes for April 21, 2016	Alfred, Scott, Judith	10 min.
III.	Discussion & Next Steps	A. Unscheduled Business 1) Announcements 2) Next meeting date: June 22, 2015	Consortium Team	10 min.
IV.	Committee Action Planning	A. Breakouts: Committee Meetings & Planning	Consortium Team	60 min.
V.	Adjourn	3:00pm		



## Glendale Community College District Regional Consortium

### AEBG Implementation Meeting

Glendale Community College – Garfield Campus

April 21, 2016

**Members:**

Alfred Ramirez, Scott Anderle, Judith Velasco

**Partners Present:**

MaryAnn Pranke, Nancy Osipo-Peera, Danette Roe, Janette Panganiban, Debbie Robiglio, Rick Saunders, Joylene Wagner, Dr. Deborah Kinley, Lauren Castillo.

#### Minutes

Agenda Item		Purpose
I.	Introduction	A. Welcome & Introductions 1) Alfred opened the meeting and welcomed the group.
II.	Minutes	A. Review of Minutes from March 17, 2016 1) Minutes approved as submitted.
III.	Create Committee Action Plans	A. MaryAnn and Alfred reviewed the purpose of each committee 1) Participants reviewed the survey results for each committee and identified additional priorities for each. 2) MaryAnn will revise the Committee membership and send out so that other participants can join a committee. 3) Participants and Members agreed to use first hour of each meeting to conduct AEBG business and the second hour will be dedicated to Committees meeting to address action plans.
V.	Discussion & Next Steps	A. MaryAnn has completed updates on MOUs and By-Laws. She will send out MOUs to partners for signatures. B. Next meetings scheduled for: May 25 <sup>th</sup> and June 22 <sup>nd</sup> at 1:00-3:00pm.
VI.	Adjourn	A. Meeting adjourned at 3:0pm



## **Bylaws of the Glendale Community College District (GCCD) Regional Consortium**

### **Article I**

Name: Glendale Community College District Regional Consortium  
(hereafter referred to as GCCDRC)

Fiscal agent: Glendale Community College (hereafter referred to as GCC)

### **Article II**

#### **Purpose**

The purpose for the formation of this Consortium is to engage in activities that provide direction to improve the delivery of adult education under the Adult Education Block Grant (AEBG) as outlined in AB104.

The areas addressed under AB 104 include:

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, English as a Second Language (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.

#### **Vision**

All adult learners will have access to education through collaboration, shared resources, career pathways, seamless services and innovative programs, to meaningful employment or higher education.

#### **Mission**

The Glendale Community College Regional Consortium provides pathways to skills and education towards viable employment, regardless of ability, through multiple community partners.

### **Values**

Honesty ♦ Integrity ♦ Transparency ♦ Collaboration ♦ Acceptance of Individual Differences

## **Article III**

### **Participants**

The GCCDRC participants are either members, participating organizations, or partners. The GCCDRC member organizations are: Glendale Community College (GCC), Glendale Unified School District (GUSD), and the Verdugo Workforce Development Board (VWDB). GCCDRC will not discriminate on the basis of race, color, national origin, gender, religion, age, disability, political belief, sexual orientation, and marital or family status.

The GCCDRC participating organizations are:

Armenian Relief Society, Catholic Charities of Los Angeles, International Rescue Committee, Inc., State Department of Rehabilitation, Glendale Library Arts and Culture, Employment Development Department, Glendale Comunitas Initiative, Foothill Special Education Local Plan Area, International Rescue Committee and Lanterman Regional Center.

The GCCDRC will seek the consensus of all participants in decisions on any action taken. However, when voting is necessary decisions will be reached by a majority vote of the members.

The GCCDRC will seek to include Partners through a signed memorandum of understanding.

Each member organization shall be entitled to one vote on each matter before the GCCDRC. A member of the GCCDRC shall be represented only by an official designated by the governing board of the member institution.

## **Article IV**

### **Meetings**

The GCCDRC shall meet quarterly, with additional meetings as needed. Meetings shall be held at Glendale Community College's Garfield Campus or such other place and at the time as designated by the GCCDRC.

The length of the meetings should not exceed 120 minutes. Notice of the date, time and place of meetings of the GCCDRC shall be delivered to each member via electronic mail. Notice shall be sent out at least 72 hours prior to the meeting. Special meetings can be called within 24 hours advanced notice to members and the public.

Email shall be used to communicate and conduct GCCDRC business as much as is practical; however, public notice requirements will still be maintained for phone meetings.

### **Quorum**

Two thirds (2/3) of the GCCDRC members constitute a quorum.

### **Non-Voting Members**

Non-voting members shall not count in establishing a quorum at GCCDRC meetings, and they may not vote. Non-voting members and partners may fully participate in all meeting discussions.

## **Article V**

### **Officers**

The officers shall be a Chair, Co-chair, and a secretary appointed or elected by the members of the GCCDRC. The GCCDRC members make up the GCCDRC board.

## **GCCDRC MANAGEMENT PLAN**

### **Organizational Structure**

#### **Consortia Membership:**

Glendale Community College (GCC), Glendale Unified School District (GUSD), and the Verdugo Workforce Development Board (VWDB) agreed to be the Members in this GCCDRC. GCC and GUSD are urban schools in Los Angeles County within the Glendale Community College District boundaries and have a high need for adult education for our parents and adults who reside in this area. The school districts in the GCCD region have a high percentage of English Learner students, and many of our parents could benefit from adult education courses, English speaking and language courses, and citizenship courses. GCC and GUSD have a long history of working together on high school to college transition activities. The Verdugo Workforce Development Board has a mission to provide leadership to ensure that local resources are leveraged and partnerships are formed to enhance workforce quality, job opportunities, and economic vitality in the region. Members will strengthen their collaboration on Basic Skills, GED preparation, programs for adults with disabilities, short-term career technical education (CTE) programs, or apprenticeship programs.

GCC has adult training programs and the school districts have high school CTE classes. GCC has provided GED preparation classes as well as the GED test. The Glendale Library & Arts (a partner) has provided for individualized GED preparation. GCC offers ESL classes. Armenian Relief Society (ARS), International Rescue Committee, Inc. (IRC), offer assistance for ESL clients. GCC has technical education programs with high employment potential and is looking at developing additional training programs.

The members and partners have utilized AB 86 to solidify regional planning efforts, possibly create some career ladder training or at least agree on what is needed and provide suggestions on how adult education options may be improved. Trust and good will exists between the partners and their high school due to their collective college

transition activities. These partnership efforts are the foundation for working together and can be leveraged to strengthen the workforce in the region with marketable skills through Adult Education initiatives and new opportunities.

**Consortia Participants:**

Armenian Relief Society (ARS), Catholic Charities of Los Angeles, Inc. (CCLA), Employment Development Department - Verdugo/Glendale Office (EDD), Glendale Library Arts and Culture, International Rescue Committee (IRC), Glendale Comunitas Initiative (GCI), Foothill Special Education Local Plan Area (SELPA), Lanterman Regional Center (LRC), and State Department of Rehabilitation (SDR) are to be included as Partners.

- The **ARS** helps people in economic and social distress and promotes community and civic involvement in local issues. It provides training, case management, and referrals for community resources to the immigrant population in the Glendale District region.
- **CCLA** provides services structured to assist newly-arrived immigrants in learning English, obtaining education, navigating legal matters, and training for jobs that will provide at least a living wage.
- **EDD** provides services related to unemployment, state disability insurance, jobs and training, payroll taxes, as well as labor market information.
- **Glendale Library Arts and Culture** provides general library assistance including book loans, and access to collections and services related to books and library materials. In addition, they offer job search information, literacy education, and assistance to those seeking to obtain a GED.
- The **IRC** provides health care, infrastructure, learning and economic support to people in more than 40 countries, with special programs designed for women and children. The IRC supports newly arrived refugees with access to housing, job placement and employment skills, clothing, medical attention, education, English-language classes and community orientation.
- The **LRC** serves over 9,000 adults and children with developmental disabilities who have or are at risk for a developmental delay or disability, and who are at high-risk of parenting an infant with a disability. The LRC offers assessment and diagnosis, information and referral, as well as training and educational opportunities for individuals and families.
- The **GCI** collaborates with various civic, business, nonprofit, and faith-based organizations to leverage local resources, offer classes, and its own programming to help people move from crisis to stability.
- **Foothill SELPA** is dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing

members of society. 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.

- The **SDR** provides a multitude of services including mobility evaluation, specialized services for the blind, visually impaired, deaf and hard of hearing, and provides assistive technology, social security work incentives, workforce development, and training. These partners bring a broader perspective on regional training needs and community members in need of services. Many also come with their own funding base that may aid this effort.

### **Shared Leadership Strategies**

As voting members of the consortia, all members will participate in meetings and decision making for the consortia to best meet the needs of the individual communities we serve. School district Members will each appoint a designee who will represent the district in assembling a shared vision of adult education in this region.

Designees will work with their own districts to collect data for the report, assist with ideas on training needs, curriculum, funding sources, space availability and liaising with the VWDB and other partners who can contribute to the process and plan. Members with partner consensus established that Glendale Community College District would serve as the project's fiscal agent. The consortia are developing a set of By-Laws that will provide some structure to the new entity named GCCDRC. It is understood among members and partners that each partner's contributions are based upon each partner's local level policies. However, as the partnership grows in shared vision, it is anticipated that member and partner will direct their own staff and resources to support the vision, as it matches their organizational mission.

Members have agreed on the need for By-Laws to define who the members are, how decisions will be made, who gets to vote, how often to meet, how to set a quorum, and other procedures. Potential strategies that would work well in our region include: monthly face to face meetings of members and partners to build ideas and buy-in for the recommendations developed. The coordinator will work with liaison personnel appointed by each school district and information will be shared with the larger group on a monthly basis. As the decision making process proceeds, partners will be encouraged to utilize their existing resources to implement some of the regional recommendations and to prioritize what can be provided with existing funding. All GCCDRC board decisions shall be final.

Members and partners will also need to prioritize what services need to be added and by whom, should additional funding become available. Employer advisory groups will be cultivated and consulted by the membership leadership team to discuss employment potential and missing skill sets that need to be developed by the educational agencies. The VWDB and other partners will assist in identifying industry contacts to guide the adult education programs.



### **Project Planning Roles and Responsibilities**

The GCCDRC is being led by personnel from the mandatory members with consensus from all partners. Oversight of the project is provided by the project director.

### **Project Leaders and Roles and Responsibilities**

The project leadership shall consist of a full-time coordinator who will be responsible for implementing the regional planning for Adult Education and coordinating with member designees, participating and partner agencies. The success of this project planning will be dependent upon the implementation of a coordinator who will work for the broader vision of this initiative. His or her role will be to help the partners to recognize what they can contribute to the development of strong employment training for our region and the necessity to work well and cooperatively with all partners.

The coordinator will report to and serve the regional planning group. The coordinator will convene all meetings, assist partners in securing data for the Planning Grant, write timely reports for state, serve as regional representative and liaison to state meetings and work with partners to secure additional support, resources and ideas for the region. The coordinator will report monthly to the GCCDRC on progress toward meeting goals and take direction on their recommendations.

### **Other Staff Necessary for Planning**

The need for professional development and marketing consultants to assist with planning as well as implementation has been discussed and will be a part of the plan. A community liaison or similar position will also be part of the planning and implementation of the plan. Clerical support will lend assistance in preparing written documentation, minutes and logistics of meetings.

### **Planning Process Communication**

Together, as a consortium, we will determine the best way to communicate with our stakeholders. The By-Laws state that we will meet no less than quarterly in person or via email for constant communication purposes. When the time comes to reach out to adults who can benefit from the resources, ideas for communication are via: radio announcements, newspaper and websites, school newsletters, mass phone information services, flyers, and continual discussion with consortia of other means of advertisement possible in order to reach as many adults with needs in the Glendale region.

The college district has already begun a series of planning meetings with school districts, adult education providers and partner organizations. Members and partners have met to understand the intent of the AB104 legislation and what is expected of educators and stakeholders.

Communication will benefit all stakeholders by the inclusiveness of all entities whose mission it is to educate and serve our residents and employers. This collaborative mission will benefit the Glendale region through continuous contact and meetings. Face-to-face meetings usually work the best in the startup phase of any regional



initiative. The coordinator will rely on traditional means of communication and gaining buy-in and cooperation among partners. These methods include hosting monthly planning meetings, visiting each member and partner at the minimum once a month, telephone calls, emails, and monthly written updates developed by the coordinator and distributed to members, partners and stakeholders.

### **Strategies for Outreach**

Strategies should include teleconferences, face to face meetings, and open communication between partners and stakeholders. The coordinator and members will make presentations to any community group including the city council, Rotary Club, city managers, governing boards, and other vested community groups that have access to information about regional adult education needs.

## **Article VI**

### **Adult Education Block Grant (AEBG) Legislative Requirements**

Following guidelines delineated in AB 104, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of the GCCDRC shall have approved an adult education plan addressing the appropriate fiscal year. An adult education plan shall include all of the following:

1. An evaluation of the educational needs of adults in the region.
2. A list of the following:
  - a. Entities that provide education and workforce services to adults in the region.
  - b. Entities that are impacted by, or that have a fundamental interest in, the provision of those services.
3. A description of the services provided by entities listed pursuant to paragraph Item 2.
4. An evaluation of current levels and types of education and workforce services for adults in the region.
5. An evaluation of the funds available to the members of the GCCDRC and the entities listed pursuant to item 2 including funds other than those apportioned pursuant to this article.
6. Actions that the members of the GCCDRC will take to address the educational needs identified pursuant to Item 1.
7. Actions that the members of the GCCDRC will take to improve the effectiveness of their services.
8. Actions that the members of the GCCDRC, the entities listed pursuant to Item 2 and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:
  - a. Placement of adults seeking education and workforce services into adult education programs.
  - b. Alignment of academic standards and curricula for programs across entities that

- provide education and workforce services to adults.
- c. Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.
  - d. Collection and availability of data.
9. A description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region. The plans may pertain to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
  10. A description of the ways in which each of the entities identified in Item 2 contributed to the development of the plan.

The members of the GCCDRC shall approve an adult education plan at least once every three years. The plan shall be updated at least once each year based on available data.

For the 2015-16, 2016-17, and 2017-18 fiscal years, a regional plan developed pursuant to Section 84830 shall satisfy the requirements of this section. Plans must include:

1. An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Innovation & Opportunity Act of 1998, known as the Adult Education and Family Literacy Act (Public Law 105-220).
2. An evaluation of current needs for adult education programs within its region.
3. Plans for partners and members that make up the GCCDRC to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.
4. Plans to address the gaps identified pursuant to paragraphs (1) and (2).
5. Plans to employ 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 and career technical education.
6. Plans 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.
7. Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

Funds apportioned for the program shall be used only for support of the following:

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.

2. Programs for immigrants eligible for educational services in citizenship, English as a Second Language, 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 adults with disabilities.
6. Programs in career technical education that are short term in nature and have high employment potential.
7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

A consortium may use no more than five percent of funds allocated in a given fiscal year for the sum of the following:

1. The costs of administration of these programs.
2. The costs of the consortium.

As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

1. The amount of funds to be distributed to each member of the consortium for that fiscal year.
2. A narrative justifying how the planned allocations are consistent with the adult education plan.

## **Article VII**

### **Duties of Members and Partners**

Members and partners of the GCCDRC are expected to participate by adhering to decisions by the board in the annual plan; doing the work needed to make the plan a success; assessing progress in meeting the plan's goals; and recommending changes to the plan based on experience in carrying it out. The GCCDRC members and partners should expect the board to take the following actions to involve community members:

1. Make sure community residents have a voice in decisions about the plan by allowing public comment.
2. Making its actions public through frequent reports, press releases, and public notices.
3. Holding regular public meetings and seeking community input for all major decisions.

### **Measures of Effectiveness**

GCCDRC Members hold overall responsibility for ensuring that the Consortium meets all measures of effectiveness as set forth by the California Department of Education (CDE) and California Community Colleges Chancellor's Office (CCCCO) including: Consortium Effectiveness, Member Effectiveness, and Performance Outcomes Measures.

### **General**

The members of the GCCDRC shall have no liability for dues or assessments. No person who is a GCCDRC member shall be personally liable for the debts, liabilities or obligations resulting from any program or service established by the Consortium.

### **Compensation**

With approval of the Chair, and in compliance with AEBG regulations members shall be entitled to reasonable advancement or reimbursement of expenses arising out of their service as members.

### **Alternates and Proxies**

Each member may designate in writing one (1) principal alternate to represent that member at GCCDRC board and subcommittee meetings, including ad hoc, special, and emergency meetings where applicable. Such principal alternate may speak for and vote on behalf of the absent member unless otherwise noted beforehand in writing to the board. The principal alternate's designation shall stand until the member writes to the board to cancel the designation or to designate a different principal alternate.

### **Term of Office**

Each member shall serve for the duration of the GCCDRC. A member may resign from the board and that seat shall remain vacant until the governing body of the member organization designates a new representative.

## **Article VIII**

### **Subcommittees**

The establishment of subcommittees will be by resolution adopted by a majority of the board. Each subcommittee will consist of representatives of members and partners active in serving adult education needs in the region. Committee meetings shall be open to the public. Written minutes shall be maintained and activity reports presented at each regularly scheduled board meeting.

## **Article IX**

### **Amendments**

These bylaws may be repealed or amended by a vote of the majority of the members present at any regular meeting of the GCCDRC, or at any special meeting called for that purpose.

## **Article X**

### **Conflict of Interest**

It is the policy of the GCCDRC that members shall avoid conflicts of interest in the execution of their duties. Therefore, a member with a conflict of interest shall declare the conflict for the record, and shall abstain from voting on the topic with which they have a conflict.

### **Precedence**

Nothing in these Bylaws shall be construed to take precedence over federal, state, or local laws and regulations.

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We certify that the foregoing bylaws were duly adopted by the members, and that the same are in full force as of January\_\_\_\_, 2016.

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Member, Glendale Community College District

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Member, Glendale Unified School District

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Member, Verdugo Workforce Development Board

## Glendale Community College Regional Consortium

### AEBG Implementation Action Plan

Committee: Programs for Adults with Disabilities				
<b>Activities:</b> <ul style="list-style-type: none"><li>• Coordinate programs for adults with disabilities</li><li>• Counsel DSPS students: Provide counseling to AWD students on site</li><li>• Identify available services from AEBG partners (i.e. DOR, Regional Center, etc.)</li></ul>		<ul style="list-style-type: none"><li>• Hire Learning Specialist to assist students in the classroom</li><li>• Develop a system for assessing challenges and identifying disabilities</li><li>• Assist with coordinating AWD Summit</li></ul>		
Action: Career & College Pathways for Adults with Disabilities (C²PAD)				
<b>Project Leader:</b>				
<b>Measure(s):</b> <ul style="list-style-type: none"><li>1. Enroll __ of AWDs</li><li>2. Transition ____ AWDs into career pathways leading to employment</li><li>3. Transition _____ to higher education</li></ul>				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Review 21 <sup>st</sup> Century Skills from PCC as model	5/20/16	5/20/16	Rick
2.	Hold Committee planning meeting	5/20/16	5/20/16	Rick
3.	Recruit Instructor and Learning Specialist	6/20/16		Jan
4.	Instructor customizes curricula for C²PAD	7/15/16		
5.	Develop information flyer for Special Ed staff, DIS staff, Teacher Specialists to inform them of pilot	6/30/16		Rick
6.	Develop referral process & form to be used by K-12, DOR, Regional Center and VJC to refer candidates	7/15/16		Alana
7.	Coordinate pilot launch	8/28/16		
8.	Refer candidates to pilot	8/1/16		
9.	Coordinate Open House	8/21/16		MaryAnn
10.	Send Save the Date flyers for Open House	7/22/16		MaryAnn
11.	Hold Open House	8/22/16		Committee
12.	Launch Pilot 1	8/29/16		
13.				
14.				
15.				

## Glendale Community College Regional Consortium

### AEBG Implementation Action Plan

<b>Committee: Professional Development</b>				
<b>Activities:</b> <ul style="list-style-type: none"> <li>Develop professional development plan</li> <li>Coordinate training to align adult basic education and secondary education with K-12 and credit</li> </ul>		<ul style="list-style-type: none"> <li>Identify online seminars and webinars</li> <li>Conduct survey to gather input from all partners</li> <li>Coordinate training in: Serving the AWD Population</li> </ul>		
<b>Action:</b>				
<b>Project Leader:</b> <b>Measure(s):</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>				
<b>Task / Key Results Area</b>		<b>Target Due Date</b>	<b>Date Done</b>	<b>Task Leader</b>
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## Glendale Community College Regional Consortium

### AEBG Implementation Action Plan

<b>Committee: Career Pathways</b>				
<b>Activities:</b> <ul style="list-style-type: none"> <li>Coordinate more noncredit to credit pathways</li> <li>Provide workshops for recent immigrants</li> <li>Outreach to GUSD</li> <li>High School Collaborative: create more transitions and pathways</li> <li>Expand GED to Credit Managed Enrollment</li> </ul>		<ul style="list-style-type: none"> <li>Expand pre-assessment courses</li> <li>Offer cultural acculturation workshops</li> <li>Establish laptop lending program at Garfield and Library</li> <li>Identify existing career pathways</li> <li>Identify adult education courses that can be incorporated into existing career pathways</li> </ul>		
<b>Action:</b>				
<b>Project Leader:</b> <b>Measure(s):</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>				
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## Glendale Community College Regional Consortium

### AEBG Implementation Action Plan

<b>Committee: Marketing</b>				
<b>Activities:</b> <ul style="list-style-type: none"> <li>Create website</li> <li>Develop marketing brochures and pamphlets</li> <li>Create media packet</li> </ul>	<ul style="list-style-type: none"> <li>Create ambassador presentation for project</li> <li>Develop marketing plan</li> <li>Develop communication system for key stakeholders</li> </ul>			
<b>Action:</b>				
<b>Project Leader:</b> <b>Measure(s):</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>				
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## Glendale Community College Regional Consortium

### AEBG Implementation Action Plan

<b>Committee: ESL &amp; Contextual Curricula</b>				
<b>Activities:</b> <ul style="list-style-type: none"> <li>Expand ESL program</li> <li>Hire ESL instructor</li> <li>Develop strategy for incorporating contextual ESL in existing career pathways</li> </ul>	<ul style="list-style-type: none"> <li>Develop contextual ESL curriculum for career pathways</li> <li>Identify visible potential sites for offering classes within GCC District</li> <li>Offer ESL classes at various sites</li> </ul>			
<b>Action:</b>				
<b>Project Leader:</b> <b>Measure(s):</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>				
<b>Task / Key Results Area</b>		<b>Target Due Date</b>	<b>Date Done</b>	<b>Task Leader</b>
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