

Our Vision: All adult learners will have access to and participate in education and resources leading to meaningful employment or higher education.

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
May 23, 2019 ♦ 1:00pm-3:00pm

Agenda

Agenda Item		Purpose	Person(s) Responsible	Time Frame
I.	Introduction	A. Welcome & Introductions	Alfred	5 min.
II.	Public Comments	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for April 11, 2019	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	10 min.
V.	Budget	A. MOUs for 2019-20	MaryAnn	5 min.
VI.	Planning	A. Three Year Plan Development 1. GlendaleLEARNNS Profile Review 2. Community Asset Map Review 3. Logic Model Completion	MaryAnn	75 min.
VII.	Member & Partner Updates	A. Committee & Partner Updates	All	15 min.
VIII.	Next Steps	A. Next meeting date: June 20, 2019	All	
VII.	Adjourn	Adjourn: 3:00 pm		

Our Vision: All adult learners will have access to and participate in education and resources leading to meaningful employment or higher education.

Adult Education Implementation Meeting

April 11, 2019 ♦ 1:00pm-3:00pm

Attendees: Guillermo Garcia, Jesse Holm, Hilda Ghazaian, Louis Melendez, Naomi Sato, Emma Sanchez, Tina Andersen-Wahlberg, Rick Saunders, Joylene Wagner

Board Members: Alfred Ramirez, Judith Velasco

Staff: MaryAnn Pranke

Minutes

Agenda Item		Purpose
I.	Introduction	A. Welcome & Introductions 1. Director Alfred opened the meeting and welcomed the attendees.
II.	Public Comments	A. Community Comments 1. No public comments submitted.
III.	Minutes	A. Review & Approval of Minutes for January 24, 2019 and February 21, 2019 1. Quorum confirmed with two Board members present. 2. Minutes were approved as presented.
IV.	Director's Report	A. Updates from the Director 1. Alfred provided an update on lease of medical building property around the Garfield Campus. He would like to see the Medical Back Office courses offered at the facility and is negotiating use of parking spaces as well.
V.	Budget	A. Consortium Fiscal Administration Declaration (CFAD): 2019-2020 1. MaryAnn presented the CFAD report to the consortium and reviewed the budget as well as how it is established each year. 2. Board members approved the CFAD as presented for submission to the state.

Our Vision: All adult learners will have access to and participate in education and resources leading to meaningful employment or higher education.

VI.	Planning	<p>B. Three Year Plan</p> <ol style="list-style-type: none"> 1. Attendees participated in small group planning activities: <ol style="list-style-type: none"> a. Mission, Vision and Values were reviewed and updated. b. Goals and objectives from prior program year were reviewed and selected to be included in the three-year plan. c. Consortium self-assessment was reviewed and objectives were identified to include in the three-year plan.
VII.	Member & Partner Updates	<p>A. Committee and Partner Updates</p> <ol style="list-style-type: none"> 1. Flyers were disseminated in addition to the ones provided in the packet for upcoming partner events. 2. Naomi updated the group on offering ESL courses at company sites. Currently offering ESL at the Hilton, twice per week after work for the 8-12 people that will be enrolled. Employer is looking at offering incentives for those who participate.
VIII.	Next Steps	A. Next meeting date: May 23, 2019
VII.	Adjourn	Adjourn: 3:00 pm

Veterans' Employment Assistance Program

The Verdugo Jobs Center is honored to assist our
Veterans by providing:

Career Counseling

Job Placement

Classroom Training and much more!



Call (818) 937-8039

Veteran Representative Thomas Flynn



Come to Verdugo Jobs Center at 1255 S. Central Ave.
Glendale, CA 91204



Bring in your DD-214; valid ID; Social Security Card



#verdugojobscenter @verdugojobscenter



America's **JobCenter**
of California™

The Workforce Innovation and Opportunities Act is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY (818)-548-3857

Training Opportunity for VETERANS

Get classroom and hands on training while **YOU GET PAID**
in

Computer Numerical Control (CNC) Machinist

- ♦ 6 weeks, 4 days a week
- ♦ Classes at Glendale Community College
- ♦ 9 transferable College Units
- ♦ Job Search Assistance and more!

GET PAID WHILE
YOU LEARN

Deadline to Apply

May 15, 2019

Attend an Information Session on:

- ♦ April 24, May 1 and May 8
- ♦ 10:00 am
- ♦ VJC – 1255 S. Central Ave. Glendale



Contact VJC:

Thomas Flynn (818) 937-8039

TFlynn@glendaleca.gov



The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.
Auxiliary aids and services are available upon request to individuals with disabilities. TTY (818) 548-3857.
Requests must be made within 3 business days of the event.



SUMMER TRAINING & EMPLOYMENT FOR STUDENTS (STEPS)

Are you between the ages of 16-21?

We have paid Summer Jobs for students with disabilities!

Apply today!!

For more information call 818-937-8073

In partnership:



The Summer Training & Employment for Students is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY 818-548-3857

YOU CAN EARN UP TO \$2,000 ■ LEARN VALUABLE LIFE SKILLS

Eligibility Requirements:

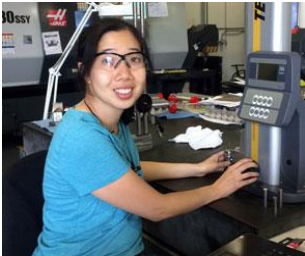
- ☐ Must be a LA County Resident
- ☐ 16-21 years of age
- ☐ Have a documented disability
- ☐ Have the right to work in the U.S.
- ☐ Must have a work permit, if under 18

Program Design:

- ☐ 200 hours of paid work experience
- ☐ Work Readiness training
- ☐ Supported Services available based on individual needs

For More Information:

Glendale Youth Alliance
1255 S. Central Avenue
Glendale CA 91204
(818) 937-8073
www.glendaleyouthalliance.org



CONSORTIUM PROFILE

Funded Programs Under California Adult Education Program (CAEP)

- Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants in citizenship, ESL, and workforce preparation.
- Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
- 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.
- Programs for adult with disabilities.
- Programs in career technical education that are short term in nature with high employment potential.
- Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs.

Mission

GlendaleLEARNS, a collaboration of community partners, provides pathways to skills acquisition and education leading to meaningful employment for individuals of all abilities.

Vision

Through collaboration, shared resources, career pathways, seamless services and innovative programs, all adult learners will have access to education leading to meaningful and gainful employment.

.

GlendaleLEARNNS Priorities

- Increase Access to Adult Education
- Create Career Pathways that Lead to Gainful Employment
- Create Programs for Adults with Disabilities
- Contextualize ESL & Integrate in Career Pathways
- Develop Capacity and Capabilities of Faculty and Staff
- Increase public awareness of adult education opportunities

Glendale Annual Plan Strategies

Gaps in Service

- **Continue offering ESL courses throughout the community to increase accessibility.** Courses will be offered in partnership with Verdugo Jobs Center (VJC), International Resource Committee (IRC) and City of Glendale. ESL students will continue to be co-enrolled with WIOA title I, if eligible. All students will be co-enrolled in CalJOBS and TOPSpro Enterprise for tracking of outcomes including job placement.

- **Continue offering career pathways for adults with disabilities** including Verdugo CNC Machinist Academy at Glendale Community College (formerly known as Uniquely Abled Academy at Glendale Community College). Students will also continue to be co-enrolled with partners including Department of Rehabilitation (WIOA Title IV), VJC (WIOA Title I), Lanterman Regional Center, Glendale Community College Career Technical Education/Strong Workforce Program (CE/SWP), Disabled Students Programs and Services (DSPS), and GlendaleLEARNS (Adult Education Program).
- **Continue to expand career pathway opportunities for adults with disabilities** including a second cohort in IT/Cybersecurity and other pathways to meet the labor demand of employers in growth industries and occupations as identified in the Verdugo Workforce Development Board's Local Plan or labor market information reports.
- **Implement contextual Adult Basic Education bridge programs that prepares students for pathways.** Bridge programs will focus on math skills to prepare students for demand occupations in advanced manufacturing and related career pathways.

Seamless Transitions

Goal: Develop Career Pathways for Priority Populations

Strategies:

- Continue developing and implementing career pathways with partners to address the needs of students with multiple barriers as well as address the workforce needs of current and future employers.
- Continue to partner with DOR, VJC, CalWORKs, and Glendale Youth Alliance (GYA) to include career exploration, work experience, on-the-job training as transition work-based earn and learn opportunities to effectively move career pathway graduates into employment.
- Establish process for sharing career plans across agencies when co-enrolling participants.
- Support the Verdugo Workforce Development Board's efforts to allow access to CalJOBS by partner co-enrolling students/participants.
- Continue to work with partners and members to transition disconnected young adults and adult high school dropouts into adult and/or postsecondary education.
- Increase public awareness of adult education opportunities as well as all services available through GlendaleLEARNS and partners. Include participant interviews and testimonials to share success stories that inspire others to pursue their dream careers.

Student Acceleration

Goal: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment

Strategies:

- Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment.
- Continue College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations.
- Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.

Shared Professional Development Strategies

Goal: Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development.

Strategies:

- Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly Adult Education Program (AEP) meetings are an opportunity to offer short trainings in specific topics
- Continue to partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas.
- Establish a communication system that shares reports and other GlendaleLEARNs updates across all partner leaders, staff and faculty.
- Implement an orientation to GlendaleLEARNs and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

Leveraging Resources

Goal: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNs Partners

Strategies:

- Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies.
- Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNs annual and three-year planning.
- Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources. Strategy will include continuing to refine the universal application packet and co-enrollment process.

Accountability Measures

Literacy Gains <ul style="list-style-type: none"> • Pre/Post Level Completion • Carnegie Units /HS Credits • CDCP Certificate • Occupational Skills Gain ✓ Workforce Preparation 	HSE/HS Diploma <ul style="list-style-type: none"> • High School Diploma • Passed GED • Passed HiSET • Passed TASC 	Post-Secondary <ul style="list-style-type: none"> • College Degree – AA, AS, BA, BS • Graduate Studies • Training Credential • Occupational Licensure/Certificate • Apprenticeship
Enter Employment <ul style="list-style-type: none"> ✓ Get a Job ✓ Retain a Job ✓ Enter Military 	Increase Wages <ul style="list-style-type: none"> ✓ Increase Wages ✓ Get a Better Job 	Transition <ul style="list-style-type: none"> ✓ Transition to ASE ✓ Transition to Post-Secondary/CTE ✓ Transition to Post-Secondary/College

GlendaleLEARNs Community Asset Mapping

Seamless Transitions: Developing Career Pathways for Priority Population - English Language Learners				
Partner / Contact	Current	Asset	Rating (A, B, C, D)	Notes
1. VJC	Yes	Workforce development services, fund training, WEX/OJT, supportive services		
2. GUSD	Yes	Outreach to Parents		
3. LACOE	Yes	Gain/Grow/TANF Referrals; Workforce Development		
4. GCC CalWORKs	Yes	Student Referrals; ABE/ASE/ESL; Career Education		
5. DPSS/CalFresh	Yes	Referrals		
6. GlendaleLEARNs	Yes	Adult Education: ABE/ASE/ESL		
7. Communitas	Yes	Financial Literacy and Counseling		
8. GCC Verdugo Campus	Yes	For credit education, career education, career pathways		
9. International Rescue Committee	Yes	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling		
10. Glendale Library, Arts & Culture	Yes	Digital Literacy in multiple languages, workshops on citizenship		
11. Armenian Relief Society	Yes	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling		
12. Catholic Charities	No	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling		
13.				
14.				
15.				

Rating: A = Valuable Asset; B = Could be an Asset; C = Lots of Work Needed to Make an Asset; D = Researched; Not an Asset

GlendaleLEARNs Community Asset Mapping

Seamless Transitions: Developing Career Pathways for Priority Population - Individuals with Disabilities				
Partner / Contact	Current	Asset	Rating	Notes
1. VJC	Yes	Workforce development services, fund training, WEX/OJT, supportive services, employer engagement, job placement		
2. GUSD / SELPA / TRECK	Yes	Outreach to IEP parents and students		
3. GlendaleLEARNs	Yes	Adult Education: ABE/ASE/ESL, WEX		
4. Communitas	Yes	Financial Literacy and Counseling for low income individuals		
5. GCC Verdugo Campus	Yes	For credit education, career education, career pathways		
6. DOR	Yes	Tuition payment, work readiness, assessments, WEX/OJT, job coaching		
7. Lanterman Regional Center	Yes	Referrals, in-class support, tutoring, behavioral supports		
8. Campbell Center	Yes	Referrals, behavioral supports, case management, work readiness		
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Rating: A = Valuable Asset; B = Could be an Asset; C = Lots of Work Needed to Make an Asset; D = Researched; Not an Asset

Figure 1. Logic Model
Goal Statement: Develop Career Pathways for Priority Populations

Strategies: 1) Develop & implement career pathways with partners to address the needs of students with multiple barriers and address workforce needs of employers; 2) Continue GlendaleLEARNS partnerships to offer career exploration, work experience and OJT to effectively move career pathway graduates into employment; 3) Establish process for sharing career plans across agencies when co-enrolling participants; 4) Support the VWDB's effort to allow access to CalJOBS by partners co-enrolling students; 5) Continue working with partners to transition disconnected youth and dropouts into adult and post-secondary education; 6) Increase public awareness of adult education opportunities and all partner services available.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Assumptions		External Factors			

Figure 2. Logic Model

Goal Statement: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment

Strategies: 1) Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment; 2) Continue College and Career Pathways as preparation to enter career pathways including the Verdugo Academies for priority populations; 3) Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Assumptions			External Factors		

Figure 3. Logic Model

Goal Statement: Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development

Strategies: 1) Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services; 2) Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas; 3) Establish a communication system that shares reports and other GlendaleLEARNs updates across all partner leaders, staff and faculty; 4) Implement an orientation to GlendaleLEARNs and CAEP that is available for all leaders, staff and faculty.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Assumptions			External Factors		

Figure 4. Logic Model

Goal Statement: **Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners**

Strategies: 1) Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies; 2) Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNS annual and three-year planning; 3) Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Assumptions			External Factors		