

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
December 19, 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 October 17, 2019	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	20 min.
V.	Planning	A. GL Website Presentation B. ELL Navigator Presentation C. CAEP Orientation Presentation	MaryAnn	45 min.
VI.	Member & Partner Updates	A. Partner Updates B. ELL Strategic Co-Enrollment	All	40 min.
VII.	Next Steps	A. Next meeting date: January 16, 2019	All	
VII.	Adjourn	Adjourn: 3:00 pm		



Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
October 17, 2019 ♦ 1:00pm-3:00pm

Attendees: Louis Melendez, Caryn Panec,

Members: Alfred Ramirez, Judith Velasco

Staff: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome
I.	Introduction	A. Welcome & Introductions 1. Director AR opened the meeting and welcomed all attendees.
B.	Public Comments	A. Community Comments 1. No public comments submitted.
C.	Minutes	A. Review & Approval of Minutes for June 20, 2019 1. Minutes unanimously approved as presented.
D.	Director's Report	A. Updates from the Director 1. Moving forward with Medical center lease but is not fully executed agreement yet. 2. Nine representatives from GlendaleLEARNs will be attending CAEP Annual Summit. Alfred and MaryAnn will be presenting. 3. Expansion will continue at Garfield campus to add parking. Construction will begin once all property acquired are empty. 4. Reduction in all education has declined for multiple reasons a. Immigration b. People moving out of the area c. Perception of quality of education d. Increase in people out of the area
E.	Planning	A. Three Year Plan 1. Team reviewed the first few goals and tasks from the logic model and the goal to develop or expand 1 career pathway each year.

Agenda Item		Outcome
		<ol style="list-style-type: none"> 2. Team would like to explore the development of Digital Media career pathway using the CNC Machinist Academy as a model. 3. Team would also like to explore reviving College and Career Pathway for this summer.
F.	Member & Partner Updates	<p>A. Partner Updates</p> <ol style="list-style-type: none"> 1. Judy/VWDB: Executing new grant programs such as RIISE for homeless which places participants in paid work experience with the City of Glendale Parks & Rec. Participants start at the Verdugo Jobs Center where they receive breakfast, are transported to parks facility, and return for lunch and meeting with their career counselor and participate in Work Readiness. Work with CBO's to get referrals and partners can also refer students that may be homeless. <ol style="list-style-type: none"> a. Veteran's Program is coming to completion with an end of December 31, 2019. Partners can still refer students that are vets for services. b. Board meetings have changed and more work-based discussion will be occurring. Board newsletter that gives a snapshot about the program has been implemented. c. Joint meeting with GCC BOT and City Council and will take place at GCC. After the meeting they will tour the campus. Judy has submitted slides to showcase the VWDB and GCC partnership. 2. MaryAnn: CNC <ol style="list-style-type: none"> a. 11 students began the CNC Machinist Academy in September. This is the first cohort where the team has needed to establish crisis intervention process. The process is now in place. b. MaryAnn will construct ROI for first three cohorts to assist in evaluating effectiveness. 3. Louis: DOR <ol style="list-style-type: none"> a. Finished two welding b. Females in construction and all were hired

Agenda Item		Outcome
G.	Next Meeting	A. Next meeting date: The November meeting will be cancelled. Judith and MaryAnn will both be in Sacramento presenting Glendale's ELL Strategic Co-Enrollment Process. Meetings will resume December 19, 2019.
H.	Adjournment	Meeting Adjourned at 3:00pm.

Did You Know? Update on Using CAEP Funds for Adults 18 and Older



In October, the CAEP Office sent out guidance on using CAEP funds to serve adults 18 years and older.

Here is an update from state legal counsel: As currently worded, the Adult Education Program set forth starting at EC § 84900 limits who is considered an "adult" to those persons who are 18 years of age or older. (EC § 84901(a)) The statute does not include any exceptions, so it therefore must be read to actually limit "adult" to only those 18 years of age or older, and would not include an emancipated minor or a pregnant/parenting teen. There are no exceptions.



Education Code 84901 defines adults in the California Adult Education Program as a person 18 years of age or older. CAEP funds can only be used for adults 18 years of age or older in the seven program areas for K12 adult education and/or community college noncredit.

If a district/member would like to serve students under 18 years of age, or students under 18 years of age who are an emancipated minor or pregnant/parenting teen, they are permitted to do so if the district/member uses another funding source that allows minors under the age of 18 years to be served, and the district/member follows existing Education Code EC 52500.1 pertaining to serving minors.

Request from Doctoral Student: Walden University

From: Troy Nickel <troy.nickel@waldenu.edu>
Sent: Monday, December 16, 2019 9:43 AM
To: Pranke, MaryAnn
Subject: Research Study

CAUTION: This email was delivered from the Internet. Do not click links, open attachments, or reply if you are unsure as to the sender.

MaryAnn:

My name is Troy Nickel, a doctoral student at Walden University, and I obtained your email address from the California Consortium adult education directory. I don't want to take too much of your time, but I will be conducting a research study that examines the relationship between leadership style and job satisfaction among Adult Basic Education teachers. The target population for this study will be adult educators from the Western region of the United States, which includes Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Right now, my proposal is pending approval. Once the proposal is approved, I can collect data. I anticipate that the proposal will be approved in the next 2-3 weeks. On an informal basis, I want to correspond with you to see if it is viable for me to collect data from your team of teachers who provide direct instruction to adult learners?

Thanks, Troy

Updated Guidelines for Staff

WIOA Title II Employment and Earnings Survey

Background: OCTAE requires all funded Adult Education programs to follow up twice on all students who exit their program: at 2 quarters and 4 quarters after exit. There are three steps to follow each quarter, outlined below.

Timeline to SAVE Student Populations and SEND Employment and Earnings Survey

Current Date	(1) Save Exit Population	(2a) Send Survey 2 nd Qtr After Exit to this Group	(2b) Send Survey 4 th Qtr After Exit to this Group	Final Date to Send Invitation via Student Portal	(3) Complete Follow ups
Q1 = Jul-Sep 2019	PY 18-19 Q4	PY 18-19 Q3	PY 18-19 Q1	9/30/2019	10/31/2019
Q2 = Oct-Dec 2019	PY 19-20 Q1	PY 18-19 Q4	PY 18-19 Q2	12/31/2019	1/31/2020
Q3 = Jan-Mar 2020	PY 19-20 Q2	PY 19-20 Q1	PY 18-19 Q3	3/31/2020	4/30/2020
Q4 = Apr-Jun 2020	PY 19-20 Q3	PY 19-20 Q2	PY 18-19 Q4	6/30/2020	7/31/2020

Preparing your data

After you've finished entering and cleaning all attendance hours for the previous quarter, you should run the NRS Core Performance Report to find and correct obvious mistakes in email addresses and missing cell phone numbers.

- 1) Go to Reports → Federal Reports → NRS Core Performance Population
- 2) Select PY 18-19 and quarter for most-recently completed quarter
- 3) Generate

You can **Export** this to Excel, or a PDF file if you wish.

NOTE: Duplicate entries for students will not result in multiple copies of the survey invitation being sent. TOPSPRO Enterprise will remove those duplicates before sending the survey invitations.

Now you are ready for Step 1 to SAVE your student population, which creates a pool of students to send survey invitations to both now and six months from now.

Step 1: SAVE your exit population

Example: In mid-September 2019, SAVE your exit population from PY 18-19 Q4 (the most-recently completed quarter).

- 1) Go to Tools → NRS Core Performance Wizard
- 2) Select Program Year 18-19
- 3) Finish Wizard
- 4) To view the results, go to Records → NRS Core Performance Students

NOTE: The earliest you could save this Q4 exit population is during July, however most agencies will need more time. The final date to save the Q4 exit population is September 30.

Step 2: SEND surveys

Example: In mid-September 2019, SURVEY your population you created for PY 18-19 Q3 (two quarters prior):

- 1) Go to Records → NRS Core Performance Students
(the default filter is Exit Quarter = two quarters before current quarter)
- 2) Select students to survey (all, or a subset sorted/selected by native language)
- 3) Click **Send Survey Invitations** and finish the wizard.
- 4) To view the results, go to Records → Invitations
Note: Invitations for both two quarters prior and four quarters after exit will be generated.

Also in mid-September 2019, re-SURVEY your population from PY 18-19 Q1 (four quarters prior):

- 5) Go to Records → Survey Responses
(the default filter shows students who are due to take the survey during this current quarter)
- 6) Sort by Exit Quarter to see PY 18-19 exiters all together
- 7) Filter for “Survey Responded = No” to see those students who did not yet answer survey
Note: Now everyone showing in this lister is someone whom we want to answer a survey (4Q or 2Q) in this current quarter.
- 8) Do nothing if invitations were already sent for the second quarter after exit (see columns including Delivery Status, Survey Accessed, and Survey Responded)
(this happened in step 3 above – 4th quarter invitations are sent automatically)
- 9) Otherwise repeat process above, but change filter to “Exit Quarter = four quarters before current quarter”

See “Guide to Implement Follow Up Survey” on www.casas.org for full details.

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Adult Education Accountability and Assessment](#) > [CA Employment Follow Up Survey](#)

Step 3: Personally contact students who don’t respond

Under Records → Survey Responses you will find all the students who have not responded to survey invitations. You can open any record to access the student’s phone number and complete the survey while you are on the phone with the student.

TE View Organization Records Reports Tools Scoring Help									
Surveys									
New	-- System --	Filter	Columns	Sort	Delete	Batch Delete	Batch Edit	432 / 756	Answer Survey Resen
Student ID	Name	Quarter to Take Survey	Exit Quarter	Delivery Status	Survey Accessed	Survey Responded	Filled-in by Staff	Native Language	Phone
2122992	Cyrus Lins	19-20 - Q1	18-19 - Q1	Pending	No	No	No	English	(170) 562-6396
2124383	Evelyn Neher	18-19 - Q3	18-19 - Q1	Delivered	Yes	No	No	English	(456) 562-3386
2124383	Evelyn Neher	19-20 - Q1	18-19 - Q1	Pending	No	No	No	English	(456) 562-3386
2125267	Jason Arias	18-19 - Q3	18-19 - Q1	Delivered	Yes	No	No	Spanish	(716) 562-2926
2125267	Jason Arias	19-20 - Q1	18-19 - Q1	Pending	No	No	No	Spanish	(716) 562-2926

Survey

Quarter to Take Survey: 19-20 - Q1

Exit Quarter: 18-19 - Q1

Delivery Status: Pending

Survey Accessed: No

Survey Responded: No

Sent to Portal On: 3/30/2019

Updated from Portal On: N/A

Contact Status: Not Yet Contacted

Contact Notes:

Survey Items

Item Responses	#	Item Name	Item Prompt	Was Answered	Answer
	1	Labor Force Status	Do you have a job now?	<input type="checkbox"/>	
	2	Monthly Income	How much do you usually earn in one month?	<input type="checkbox"/>	
	3	Different School Attendance	Are you attending school in a different area?	<input type="checkbox"/>	
	4	School Name	What school do you attend now?	<input type="checkbox"/>	

Student

Full Name: Cyrus Lins

Email: Cyr_Lins17@rhas.edu

Phone: (170) 562-6396

Cell Phone: (170) 562-6396

Interact with Student Portal [Answer survey](#) [Get item responses](#)

Question: Is there a limit on the number of survey invitations we can send to students?

For text messages there is a limit of 3 invitations, and no limit for emails. If you have an exceptional situation in which you need more than 3 text messages per student, please contact Tech Support.

Question: When do we contact students who do not respond to the survey?

You may contact students during the quarter in which you are sending survey invitations to them, and up to one month after the current survey quarter ends.

See "Guide to Implement Follow Up Survey" on www.casas.org for full details.

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Adult Education Accountability and Assessment](#) >

[CA Employment Follow Up Survey](#)

ANNUAL FOOTHILL SELPA COLLEGE NIGHT FOR PARENTS AND STUDENTS

WHEN

**Thursday, January 23, 2020
7:00 to 8:30 pm**

WHERE

**Glendale Community College
Student Center, Room 212
1500 Verdugo Road, Glendale CA
91208**

**Presented by Tina Andersen-
Wahlberg
Director, Disabled Students
Programs and Services**

WHO SHOULD ATTEND?

**Parents with 8th
through 12th grade
students receiving
special education
services and who are
interested in
attending college.**

COST Free

**Map and
parking
information
on reverse
or at
Foothill
SELPA**

**Website
foothillselpa.org**

QUESTIONS?

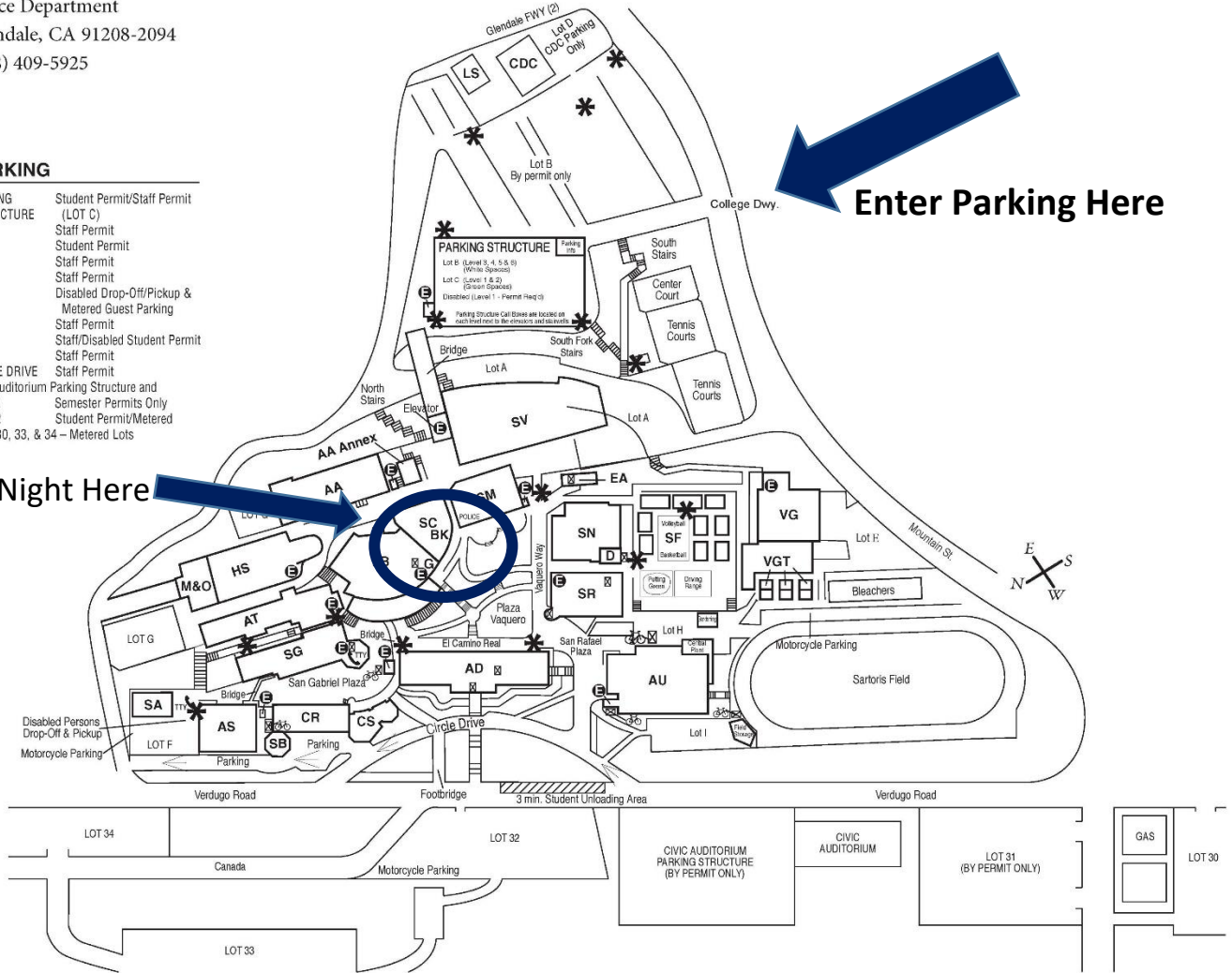
**Call Norma Hidalgo,
818-241-3111 ext 1510**

Glendale Community College District
Police Department
Glendale, CA 91208-2094
(818) 409-5925

PARKING

PARKING STRUCTURE	Student Permit/Staff Permit (LOT C)
LOT A	Staff Permit
LOT B	Student Permit
LOT D	Staff Permit
LOT E	Staff Permit
LOT F	Disabled Drop-Off/Pickup & Metered Guest Parking
LOT G	Staff Permit
LOT H	Staff/Disabled Student Permit
LOT I	Staff Permit
CIRCLE DRIVE	Staff Permit
Civic Auditorium Parking Structure and LOT 31	Semester Permits Only
LOT 32	Student Permit/Metered
LOTS 30, 33, & 34	Metered Lots

College Night Here



REQUESTED BY:

FAYE HENSON

GLENDALE COMMUNITY COLLEGE DISTRICT



GCC/SELPA PARENT COLLEGE NIGHT

PARKING PERMIT
JANUARY 23, 2020

E-MAIL

LK 107C (75) 200123

LOT C

PLACE PERMIT FACE UP ON DASHBOARD





FREE Noncredit ESL Classes!

ESL Level 4 High-Intermediate

Winter 2020 (Jan. 6 – Feb. 13, 2020)

Mondays, Tuesdays, Wednesdays, Thursdays, 8:30 a.m. - 12:00 p.m.

Class Ticket #:1707

Instructor: Alex Christy

Verdugo Jobs Center, Suite A

1255 S. Central Ave., Glendale, CA 91204

For more information, please call:

(818)240-1000 x 5033 or 5691

Join a Tuition-FREE ESL class!

Free parking and easy access to local buses



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Join a Tuition-FREE ESL class!

Free parking and easy access to local buses



California
Community
Colleges

October 25, 2019

Dear Colleagues,

Please join us for a Listening Tour with the California Community Colleges Chancellor's Office regarding the next statewide Career Education campaign. New creative concepts will be shared for your consideration and feedback as we prepare for statewide focus group testing, concept selection, production and campaign rollout in Fiscal Year 2020-2021. We will also have an opportunity to discuss your experiences, needs and insights regarding Career Education and workforce activities in your regions. **For those not able to attend any of these in-person meetings, we will also have a webinar January 14th (a reminder will be sent in December).** Below is the schedule of upcoming Listening Tours throughout the state:

- **Tuesday, 10/29/19 (10:00-Noon) – Orange County Region**
 - Rancho Santiago Community College District Board Room
 - 2323 N. Broadway, Santa Ana, CA 92706
 - RSVP: Ruiz_Lorena@rsccd.edu
- **Tuesday, 11/5/19 (2:00 PM-4:00 PM) – Central/Mother Lode Region**
 - Webinar: <https://cccconfer.zoom.us/j/6629131870>
 - Or Telephone: +1 646 876 9923 (US Toll) or +1 669 900 6833 (US Toll); Meeting ID: 662 913 1870
- **Thursday, 11/14/19 (12:30PM-2:30 PM) – San Diego/Imperial Region**
 - San Diego Miramar College
 - 10440 Black Mountain Rd., San Diego, CA 92126 (Room TBD)
 - RSVP: Molly Ash - molly.ash@gcccd.edu or (619) 644-7971
- **Thursday, 11/21/19 (1:15 PM-3:15 PM) – Los Angeles Region**
 - Sheraton Hotel
 - 12725 Center Court Drive, Cerritos, CA 90703
 - RSVP: Karen Childers - Childers_Karen@rsccd.edu or (213) 257-8768/(714) 564-5771

Chancellor's Office

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

SHENEUI WEBER
Vice Chancellor
WORKFORCE AND ECONOMIC DEVELOPMENT

PAUL FEIST
Vice Chancellor
COMMUNICATIONS AND MARKETING



California
Community
Colleges

SHENEUI WEBER
Vice Chancellor
WORKFORCE AND ECONOMIC DEVELOPMENT

PAUL FEIST
Vice Chancellor
COMMUNICATIONS AND MARKETING

- **Thursday, 11/21/19 – (9:30 AM-11:30 AM) – Bay Area Region**
 - Webinar
 - Join via Zoom: <https://cccconfer.zoom.us/j/6505609798>
 - Or Telephone: [+1 408 638 0968](tel:+14086380968) (US Toll) or [+1 646 558 8656](tel:+16465588656) (US Toll); Meeting ID: [650 560 9798](https://cccconfer.zoom.us/j/6505609798)
- **Thursday, 12/5/19 (1:00 PM-3:00 PM) – North/Far North Region**
 - Red Lion Hotel
 - 1830 Hilltop Dr., Redding, CA 96002
 - Join via Zoom: <https://cccconfer.zoom.us/j/432538685>
 - Or Telephone: [+1 669 900 6833](tel:+16699006833) (US Toll) or [+1 646 876 9923](tel:+16468769923) (US Toll); Meeting ID: 432 538 685
 - RSVP: Blaine Smith - Blaine.Smith@losrios.edu or (916) 563-3209
- **Tuesday, 1/14/20 (11:00 AM-12:30 PM) – Statewide Webinar (for those not able to attend in-person meetings)**
 - <https://cccconfer.zoom.us/j/6629131870>
 - Or Telephone: [+1 646 876 9923](tel:+16468769923) (US Toll) or [+1 669 900 6833](tel:+16699006833) (US Toll); Meeting ID: 662 913 1870

Please contact Career Education Project Manager, Mark Perry, with any questions at (916) 801-0086 or markjerry75@outlook.com.

Գլենդեյլ Գրադարանի Արուեստ եւ Մշակոյթի ներկայացրած ծառայութիւնները

Համակարգիչի Տարրական Դասընթացներ Հայերէնով

Գրադարանի Արուեստ եւ Մշակոյթի բաժանմունքը ծրագրել է համակարգիչի տարրական դասընթացներ տարեցների համար: Դասաւանդման ընթացքին, մասնակիցները կը սովորեն ստեղծել պաշտօնագրեր օգտագործելով Վինդօզ 10, կը սովորեն համացանցային որոնումներ կատարելու անհրաժեշտ հմտութիւններ, նաեւ կը փորձարկեն որոնիչներ, ինչպէս Գուգլը եւ Եսիուն:

TUES-THUR

JAN
to

FEB

10 AM - 12 PM



Դասընթացները տեղի կունենան Երեքշաբթի, Յունուարի 14ից մինչեւ Հինգշաբթի, Փետրուարի 6ը, 2020 թուականին, Երեքշաբթի, Չորեքշաբթի եւ Հինգշաբթի օրերը ժամը առաւօտեան 10-ից մինչեւ 12-ը:

Տեղերը սահմանափակ են: Արձանգրման համար խնդրում ենք դիմել Էլիզաբեթ Գրիգորեանին egrigorian@glendaleca.gov հասցեով կամ կապուել (818) 548-3288 հեռախօսահամարով:



**GLENDALÉ CENTRAL
LIBRARY- TECHSPACE**

222 EAST HARVARD STREET
GLENDALÉ

Co-sponsored by



GlendaleLEARN
Local Education And Resource Network Services

Services provided by Glendale Library, Arts & Culture:

Computer Classes in Armenian

The Library Arts & Culture Department offers services to help adults improve their basic computer skills. Participants in this **12 session** workshop will learn to create documents using Windows 10, learn essential computer navigation skills and get hands-on experience using search engines like Google and Yahoo.

TUES-THUR

JAN
to

FEB

10 AM - 12 PM



Limited Seating. Pre-registration is required. Please call Elizabeth Grigorian at 818-548-3288 or email at egrigorian@glendaleca.gov to reserve a spot. Classes are held Tuesday through Thursday, starting on January 14 to February 6, 2020 from

10:00AM-12:00PM.



**GLENDALÉ CENTRAL
LIBRARY- TECHSPACE**

222 EAST HARVARD STREET
GLENDALÉ

Co-sponsored by



GlendaleLEARN
Local Education And Resource Network Services



Verdugo ELL Co-Enrollment System (VECES)

Verdugo Workforce Development Board

Verdugo Jobs Center

GlendaleLEARNS

Glendale Community College

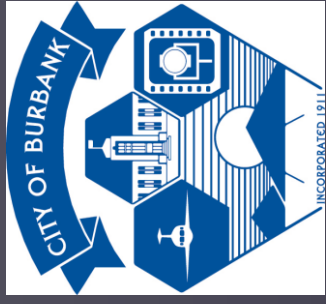
International Rescue Committee

JVS SoCal

Armenian Relief Society

Glendale Library Arts & Culture

Verdugo Workforce Area



Burbank



Glendale



La Cañada Flintridge

Context: Problem Analysis



45%

Foreign Born



27%

Speak English
“Less than very well”



83%

At or below
poverty level



17%

Less than high
school graduation
(25 yrs & over)



74%

Adult Ed students
enrolled in ESL



6%

Speak English
“Less than very well”
are enrolled in ESL

Local Plan Modification & CA Adult Ed Program 3-Year Plan

Stakeholder Forums

**Partners identified other
barriers and needs for
ELL population in
Verdugo communities**



**Secondary education
for diploma or
equivalent**



**Basic education to
address literacy gaps**



**Credentials/licensures
not recognized by USA
employers**

Resulting Challenge

Innovative approach to address barriers of ELL & link to a comprehensive career pathway strategy.



Project Inputs

Funding



\$100,000

Grant
Duration



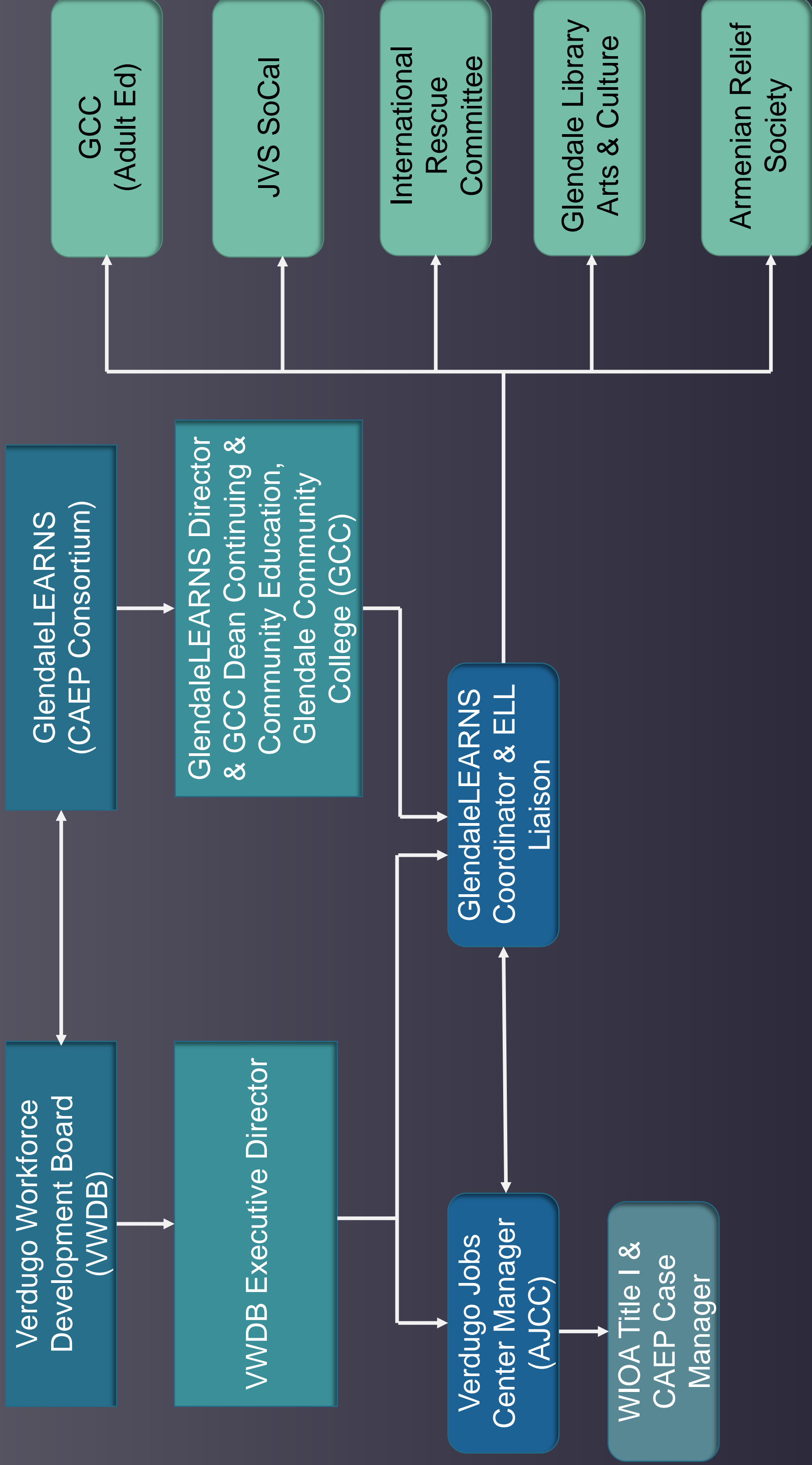
6/1/19 – 12/31/20

Leverage



WIOA I & II
CAEP
City of Glendale
Apportionment

Staffing Strategy



Experience



**Strategic Co-
Enrolling for
3+ Years**



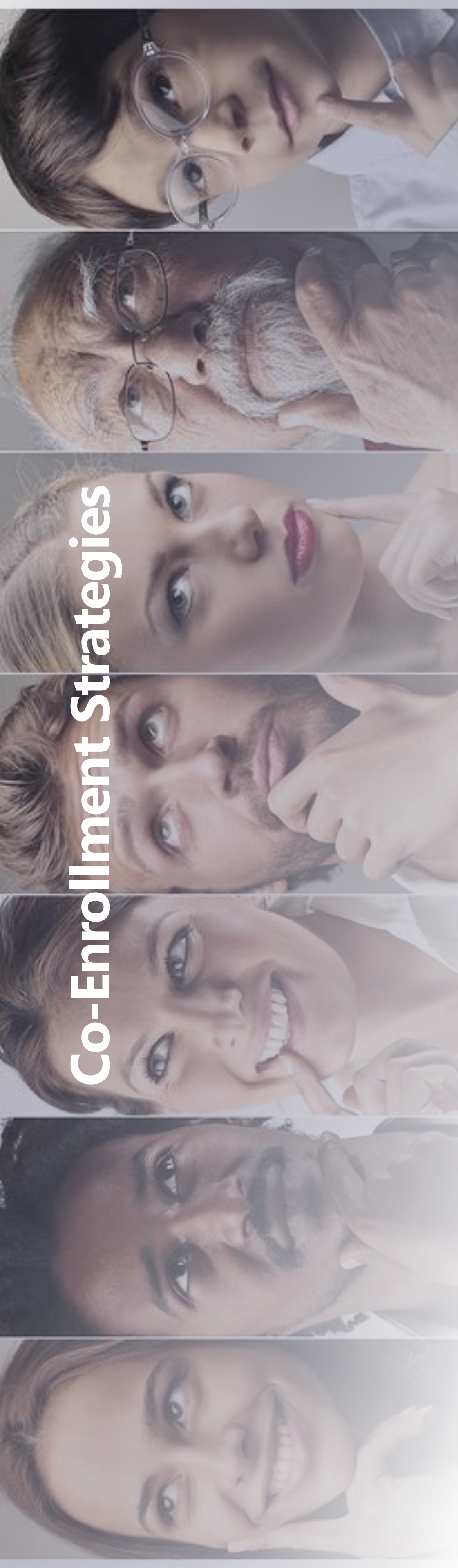
**Integrated
Workforce &
Education**



**Co-Located
Partners**



**Integrated Data
Entry & Access**



Co-Enrollment Strategies



**Multiple Access
Points for ESL**



**Customized
Common Intake
Form**



**Co-Case
Management with
Primary Case
Manager**



**NHOAA
“No Hand Offs
At All”**

Walk-Ins
Partner Referrals
Class Visits



Refer to WIOA I /
CAEP Case Manager



Provide Initial
Assessment

Complete
Common Intake?

No

Interested
in Any
Service?

No

Refer
to UA



Yes

Conduct Individual
Assessment



Need Pseudo
SSN

No

Yes

Assign Pseudo
SSID



Co-Enroll in CAEP in
CalJOBS & TOPSpro

Student Success Team of Co-Enrolling
Partners Meet Weekly



VECES ELL Continuum of Care Process Flow

Develop Service Plan
& Share w/ Co-
Enrolling Partners



Enrolled
in ESL?

No

Co-Enroll In ESL
w/ Partner



Yes

Need
Training
?

No

Provide
Individualized
Career Services



Yes

Title I
Eligible
?

No

Co-Enroll in
CAEP, CTE
or SWP



Provide Work
Readiness &
Employment Services

Process Eligibility &
Co-Enroll in Title I

Yes

Support Services

Provide ITA or
Career Pathway
Training



Track
Results &
Civic Eng.



Project: Key Activities



Expanded
strategic co-
enrollment system

Customized
common intake
form

Added persistence measures
to data sharing



Revised &
simplified FERPA
form



Project: Outputs



**Increase the
number of ELL
co-enrollments**



**Increase the
number of ELL
who enter career
pathways**



**Increase the
number of ELL
who enter work-
based learning**





**BECOME A
MEDICAL ASSISTANT
IN 9 MONTHS!**

**AND THE CLASSES
ARE FREE!**

Interested in learning more about our program? Come to our Informational meeting on Wednesday, January 15, 2020 from 12-1PM at our Garfield Campus, Mariposa Building, Room 304.
Hope to see you there!

Glendale Community College just started a brand new program at its Garfield Campus (1122 E Garfield Ave. Glendale) as part of its Short Term Vocation classes offered. *The class and textbooks are offered at no cost.* In the Spring and Summer sessions, students will study administrative medical assisting, and in the fall, students will learn clinical medical assisting by practicing skills needed for the job.

Classes will be held 8:30am-12:30pm Monday-Thursday. All students must begin the first day of the spring semester, Tuesday February 18, 2020. Students must be able to read, write, and speak in English.

Interested? Contact Yazz at 818-240-1000 Ext. 5690 to find out how to register starting January 27.

Our classes are limited to 25 students only, so register starting January 27, 2020 to ensure your space.

- # Impact: Outcomes
- ## Customized Career Pathway
- Incorporates ESL
 - Adds Work Based Learning Earn/Learn

Impact: Other Outcomes to Demonstrate Success



100% trainees
earn credential



Pilot system
with 20 ELL



80% Job
Placement



Impact

System level change through an expanded strategic co-enrollment system that increases number of ELL partners (includes resettlement agencies).

System transitions students to customized career pathways that integrate work-based learning.

What questions can we answer for you?



WIOA Title I Comparisons Serving ELL

No Education Level
Completed

30%

All WIOA

52%

Pilots

Basic Skills
Deficient

33.9%

All WIOA

71.2%

Pilots

ELL Technical Assistance



Purpose: Provide technical assistance



Initial proposed date: January 22nd; IRC can participate
January 24



Gather input from partnership & identify best practices



Assist in implementing co-enrollment



Thank you!



CALIFORNIA
ADULT EDUCATION
PROGRAM

CALIFORNIA ADULT EDUCATION PROGRAM

Carolyn Zachry ♦ California Department of Education

Diana Batista ♦ California Adult Education Program, Technical Assistance Project

MaryAnn Pranke ♦ GlendaleLEARNS / Verdugo Workforce Development Board

TOPICS



Program Overview



Target Population



Eligibility



Programs & Services



Performance Measures



Q & A

ADULT FUNDING EDUCATION IN CA



CA Adult
Education
Program (CAEP)

WIOA II
(AEFLA)

Apportionment

Fee for Service

PROGRAM OVERVIEW



AB 86

PROGRAM OVERVIEW: BACKGROUND



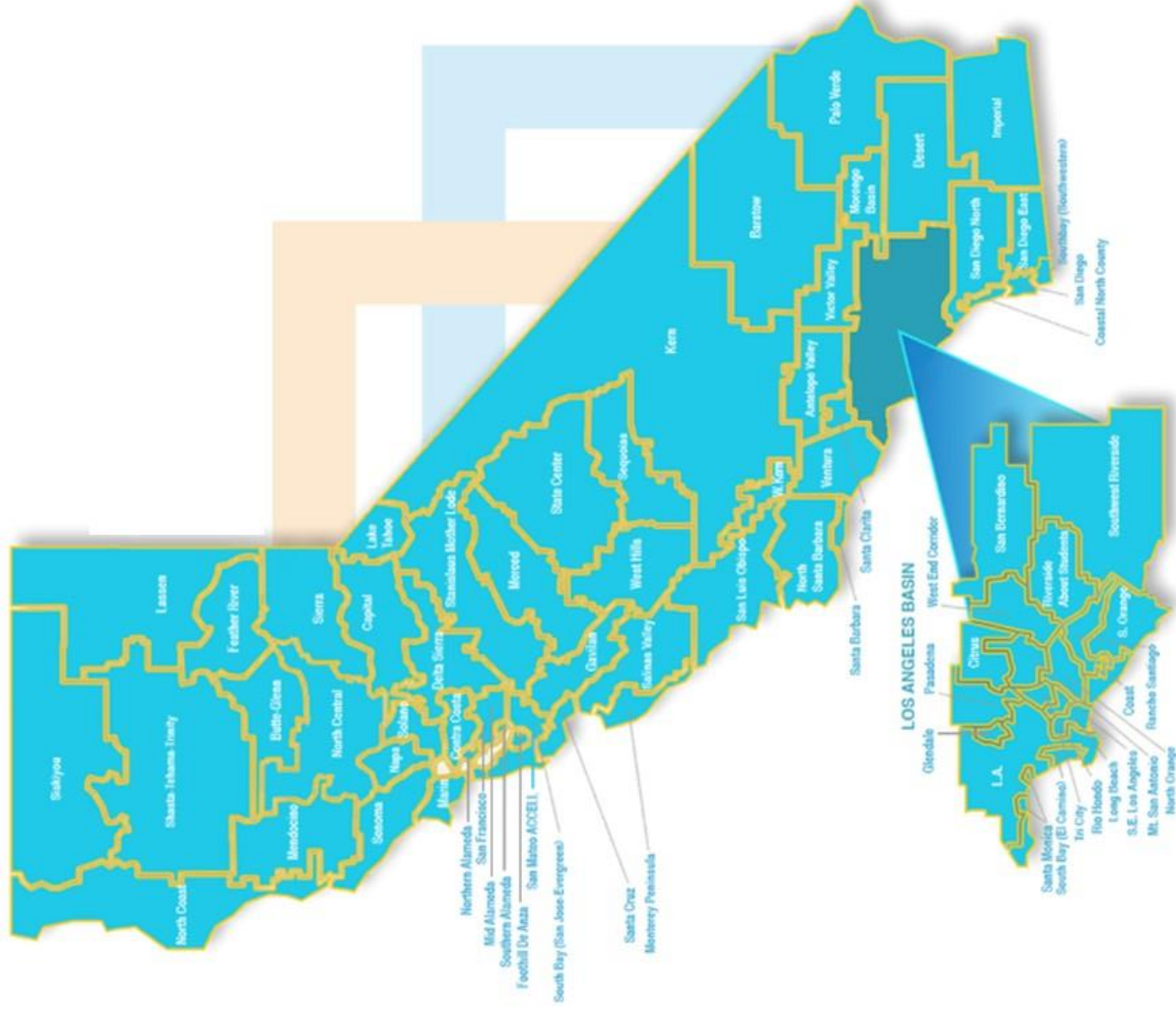
71 CONSORTIA

Members

- Community Colleges
- K-12 Districts
- County Offices of Education
- WIOA

Partners: Unlimited

- Community Based Organizations
- Libraries
- Workforce Boards
- America's Job Centers of CA (AJCC)



PROGRAMS & SERVICES: NON-CREDIT & NO FEES



Elementary & Secondary Skills



Programs for Adults with Disabilities



Programs for Immigrants:
Citizenship, ESL



Pre-Apprenticeships



Programs to Enter/Reenter
Workforce



Short-Term Career Education



Develop Knowledge & Skills to
Assist Children with Homework

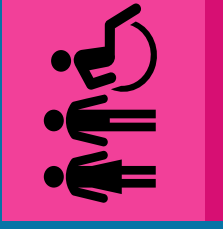
BARRIERS



IMPACT ON BARRIERS

1,468,415

Working age adults (18-64)
without high school diplomas
& not in labor force



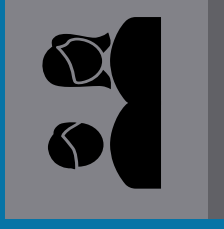
263,994

Working age adults (18-64)
without high school diplomas
& unemployed



38,324

Youth (16-24) without high
school diploma, not enrolled in
school & not employed



156,895

Working age adults (18-64)
without high school diplomas
on public assistance



CA ADULT ED ENROLLMENT (2017-18)



884,049

Total Enrolled in CAEP



564,628 (64%)

Received 12+ Hours of Instruction



248,915 (44%)

English Language Participants

ADULT ED OUTCOMES 2017-2018

262,601

Individuals improved 1 or more educational functional levels

21,266

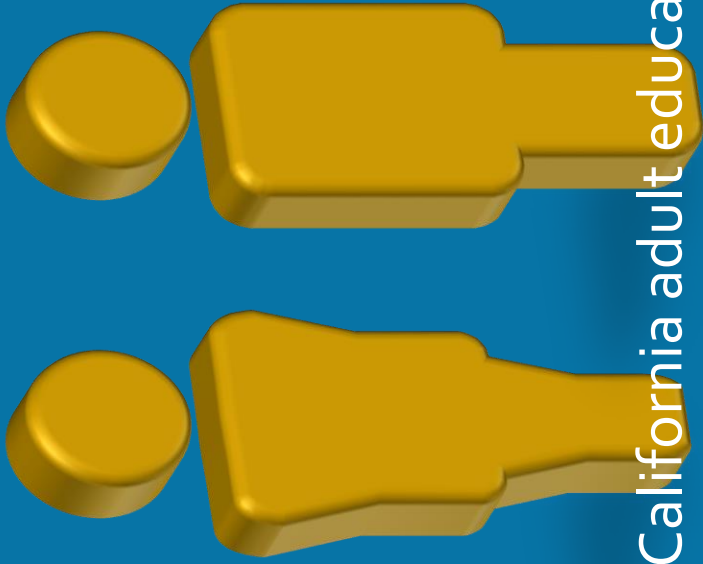
High school diploma or equivalent awarded

23,233

Completed a postsecondary credential



ELIGIBILITY

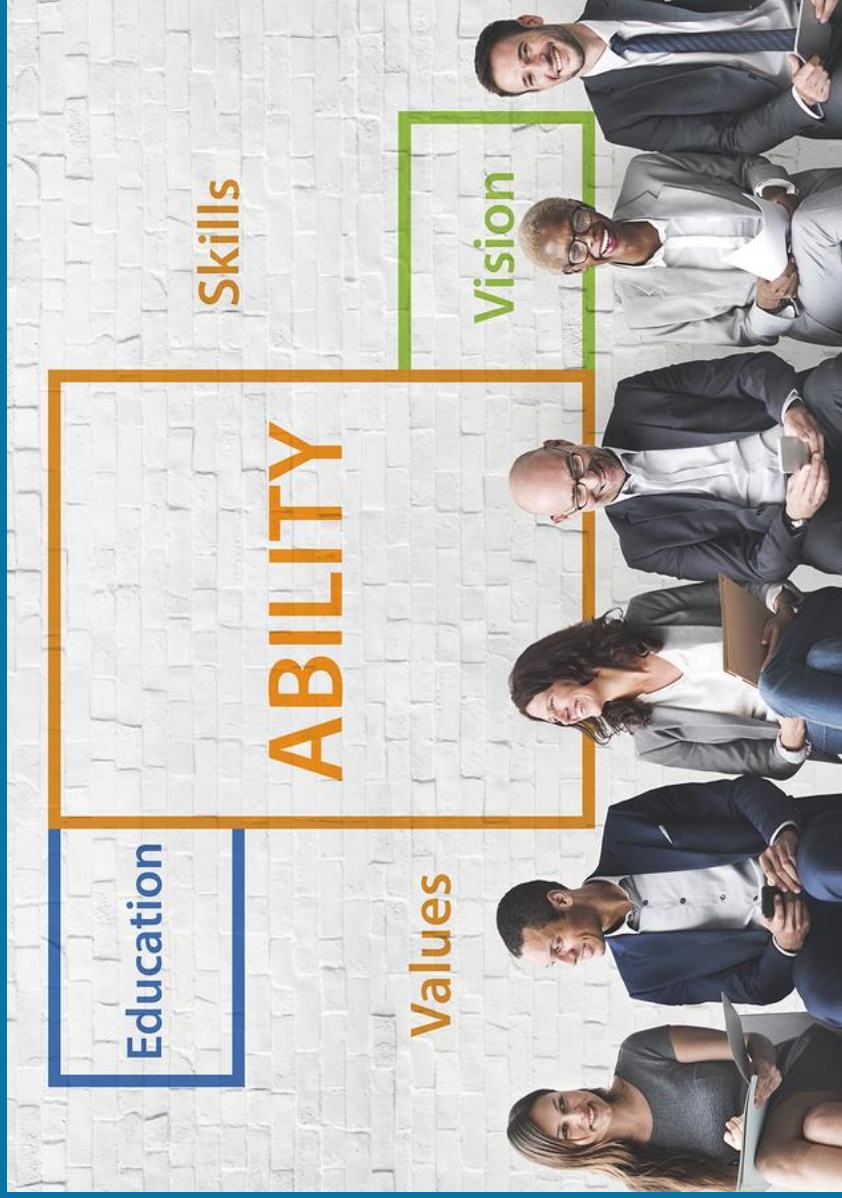


Adults: 18 Years and Over

17.5 with Waiver from School District
Cannot be Served with CAEP Funds

California adult education in K-12 and community colleges work synergistically with workforce and education partners, community stakeholders and industry through CAEP 71 Consortia to ensure that students are prepared for life, for work and to support their families and strengthen communities, no matter where they are in their educational journey.

TARGET POPULATION



Immigrants, asylees, refugees

Adults with disabilities

Public assistance recipients

High school drop-outs

PROGRAMS: ESL/VESL



- Offered day and evening hours
- Partner with AJCCs, community organizations & libraries
- Beginning, intermediate, advanced, conversational levels
- Include work readiness
- Include acculturation & civic engagement
- Can be integrated with career education
- Open entry/exit

ADULT BASIC EDUCATION (ABE) & ADULT SECONDARY EDUCATION (ASE)



- Improve literacy and math skills
- Obtain diploma / equivalent
- Computer based offering
- Students advance at their own pace
- Open entry/exit
- Often integrated with career education
- Can be offered as vocation based

CAREER EDUCATION

- Office Skills: Microsoft Office
- Accounting / Bookkeeping
- Healthcare: Home Health Aides, Certified Nursing Assistance, Medical /Dental Assistance, Front/Back Office
- Construction: General, Welding, HVAC
- Manufacturing: Biotechnology Technician, CNC Machinist
- Hospitality: Culinary



- Typically semester courses (16 weeks)
- May customize if at least 20 students will enroll
- Receive certificates at completion
- Some prepare for licenses/credentials and assist with accessing testing; others provide on site

WORK READINESS



- Resume writing
- Interviewing techniques
- Career exploration/assessment
- Time management
- Communication skills
- Team & leadership skills
- Offered as a semester course
- Can be integrated in Career Ed

SUPPORT SERVICES

- Tutoring
- Educational & Career Counseling
- Assessments: Digital Literacy, Accommodations
- Disabled Students Programs & Services (DSPS)
 - Assistive Technology
 - Notetakers
 - ASL Interpreters
 - Extended Test Time
 - Tape Recorders



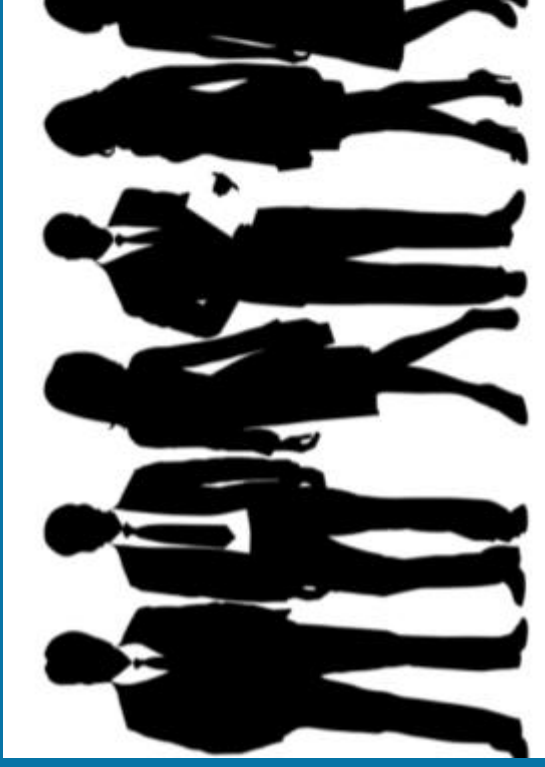
PERFORMANCE MEASURES

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

CO-ENROLLMENT

Who Should be Referred to CAEP?

- Adults who need:
 - To improve their English skills
 - A Diploma or Equivalent
 - To upskill
 - To learn new career skills



- To enter or reenter the workforce
- Improve their reading and/or math
- To prepare for citizenship

PARTICIPANT PROFILE: TALIN

Integrated partnerships work!

- Immigrant taking ESL courses
- Some work experience working in office
- Co-enrolled in WIOA Title I
- Enrolled in Career Education Microsoft Office & Bookkeeping
- Job referrals from WIOA
- Gained employment with WIOA OJT
- Promoted in her first year
- Has hired other students/participants

"Your team was so helpful that set me up for a pre-interview session to help me overcome the stress at the time of the interview. I was signed up with a few other agencies but none were like [GlendaleLEARNS]."



QUESTIONS

Please also visit:

[California Adult Education](#)

RESOURCES

[California Adult Education](#)

[Cal-PASS Plus: Actionable Data on Education](#)

[Adult Education Pipeline: Overview Data Comparison](#)