

Adult Education Implementation Meeting

January 20, 2022 ♦ 1:00pm-3:00pm

Webex Meeting Agenda

Link: <https://gca.webex.com/gca/j.php?MTID=me747a4e76ba43f3e7e17ef11c57e39cf>

| Agenda Item | | Purpose | Person(s) Responsible | Timeframe |
|-------------|---|---|-----------------------|-----------|
| I. | Introduction | A. Welcome B. Roll Call | Alfred MaryAnn | 5 min. |
| II. | Public Comment | A. Community Comments | Community | 5 min. |
| III. | Minutes | A. Review & Approval of Minutes for December 16, 2021. | Board | 5 min. |
| IV. | Director's Report | A. Updates from the Director | Alfred | 10 min. |
| V. | Professional Development & Partner Engagement | A. Short-Term Vocational Training Programs at Garfield Campus | Jan Young | 45 min |
| VI. | Strategic Planning | A. Consortium Assessment B. Marketing Assets Update | MAP | 30 min |
| VII. | Partner Updates | A. Status & Updates | Partners | 20 min |
| VIII. | Next Meeting | A. Next meeting date: February 17, 2022 | | |
| IX. | Adjourn | A. Adjournment | | |

Our Mission: The Glendale Community College Regional Consortium welcomes adult learners of all abilities and provides accessible pathways to skill acquisition and education towards viable employment, through multiple career partners.

Adult Education Implementation Virtual Meeting: WebEx

December 16, 2021 ♦ 1:00pm-3:00pm

Attendees: Abigail Espericueta, Jackie Hernandez, Laura Isaacs-Galvan, Naomi Sato, Hilda Ghazarian, Caryn Panec, Joylene Wagner, Naomi Sato, Jack Krikorian, Adriana Rios, Carmen Wynn, Jan Young, Elvin Karemashi

Board Members: Judith Velasco, Alfred Ramirez

Coordinator: MaryAnn Pranke

Meeting Notes

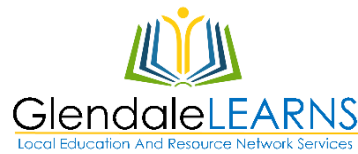
| Agenda Item | | Outcome |
|--------------------|--|--|
| I. | Minutes | A. Review & Approval of Minutes for November 18, 2021 1. Minutes for November 18, 2021 were reviewed and approved as submitted. |
| II. | Director's Report | A. Director Update & Report 1. Alfred reported that the Garfield campus will be remote for the next three days and then will be closed for the winter break. Winter session will begin January 10, 2022 and complete on February 17, 2022. Spring semester begins February 23 rd . Alfred will still be available by email during winter break. |
| III. | Professional Development & Partner Engagement | A. Employment Development Department (EDD) 1. Jack Krikorian presented the services available from the Employment Development Department. 2. Online workshops are conducted every Friday at 10am and 3pm on Resume Writing and Interviewing Techniques. They will be closed for holidays, but will resume after the holidays. To register for the workshops, students can send an email to wsbglendaleinfo@edd.ca.gov and students will receive the Zoom link to participate. Students should register in CalJOBS to attend a workshop. 3. If students are receiving unemployment benefits, they should notify EDD before their 16 th week of receiving benefits that they are attending courses/training. If eligible, they can receive an extension of their benefits to cover them while they complete their training. 4. Jack will follow up and inquire about EDD referrals to Garfield campus for training. Alfred noted that Garfield |

| Agenda Item | | Outcome |
|-------------|-----------------|--|
| | | <p>used to receive many referrals from EDD; however, there seems to be a significant reduction in referrals.</p> <p>5. If students are having trouble with CalJOBS, they can call: 800-758-0399 or call the VJC.</p> |
| IV. | Partner Updates | <p>A. International Rescue Committee (IRC):</p> <ol style="list-style-type: none"> 1. Hilda shared that IRC continues to see an influx of refugees, primarily from Afghanistan, but they will not settle in the area due to high cost of living. 2. Classes currently offered at IRC include: VESL, Literacy (15 enrollments currently), citizenship, and courses at the Library as well are offered. IRC will be closed for the holidays from December 23 through January 6th. <p>B. The Campbell Center</p> <ol style="list-style-type: none"> 1. Abigail reported that they are still hiring personnel. She will resend the link to MaryAnn for dissemination to the group. <p>C. Family Promise</p> <ol style="list-style-type: none"> 1. Joylene reported that Family Promise continues to assist the community members with housing and rental assistance, as well as financial literacy. Anyone needing assistance can check their website for further details. <p>D. Student Success Center at Garfield</p> <ol style="list-style-type: none"> 1. A graduation for students completing their high school diploma was held. This year, Garfield had a larger group (10-12 students) of diploma recipients vs. GED recipients. Diploma classes are offered online which may be more convenient. <p>E. Library</p> <ol style="list-style-type: none"> 1. Jackie introduced herself as the new representative for Library and extended greetings from Guillermo. 2. Jackie reported that the Library is offering virtual classes now and may start in-person classes in February. Also currently offers office hours daily from 9:00am to 1:00pm. |

| Agenda Item | Outcome |
|-------------|---|
| | <p>3. Library has applied for ESL funding available to public libraries.</p> <p>4. Jackie also noted that the Surface Pros are here and are being configured, they will be available soon. They should be available for students to check out for Spring semester. She will keep MaryAnn posted to share the information with the group.</p> <p>F. Verdugo Jobs Center (VJC)</p> <p>1. Judy announced that the VJC is now open to the public with customer flow that is slower than typical since the reopening.</p> <p>2. VJC continues to monitor layoffs. While companies are not submitting WARN notices to the state to announce layoffs, they continue to occur and staff are monitoring. They are currently working with Disney to outreach workers that are not moving to Florida. Caryn added that decisions for relocation have been postponed so it may take time before we know how many workers remain and are officially laid off.</p> <p>G. ESL at Garfield</p> <p>1. Naomi reported that registration for Winter ESL classes is open, but classes are filling up quickly. They are offering Level Zero through Level 5; Beginning, Intermediate and Advanced Conversational ESL; and citizenship classes. All are offered online and expect full classes for all.</p> <p>H. Interns from Cal State L.A.</p> <p>1. Alfred announced that students in Vocational Rehabilitation at Cal State LA are available for internships, both paid and non-paid. He encouraged partners to identify any potential needs for internships to assist with case management.</p> <p>I. Verdugo Workforce Development Board (VWDB)</p> <p>1. MaryAnn reported that the BioTechnology Industry Credential has launched and to date, 27 students have taken the exam with 21 of those students receiving the credential. She also noted that all of the Bio courses that Shelley has designed have been approved and she is</p> |

| Agenda Item | | Outcome |
|-------------|--------------|--|
| | | <p>looking at launching the program at Verdugo Campus in the Fall.</p> <p>2. MaryAnn also shared that she is assisting with launching a program with American Federation of Musicians where they will coach and mentor high school students to become music teachers and they will teach middle school students. The professional musicians serving as mentors will be paid for their time and expertise. This will be a work experience project for these workers that were significantly affected by the pandemic.</p> |
| V. | Next Meeting | Next meeting date: January 20, 2022 |

Meeting Schedule Program Year 2020 - 2021



| Month | Date | Partner Presentation |
|------------------|--------------------|---|
| July | July 15, 2021 | Student Success Center |
| August | August 19, 2021 | Verdugo Jobs Center |
| September | September 16, 2021 | CalAssist - Nicole Laktash, EDD |
| October | October 21, 2021 | Workforce Trends - VWDB; Marketing Assets: Copy&Design |
| November | November 18, 2021 | TRECK - GUSD |
| December | December 16, 2021 | EDD - Glendale |
| January | January 20, 2022 | Short-Term Vocational Programs - Garfield |
| February | February 17, 2022 | CAEP Self-Assessment |
| March | March 17, 2022 | Environmental Scan |
| April | April 21, 2022 | Community Asset Mapping |
| May | May 19, 2022 | Goal Development & Logic Model |
| June | June 16, 2022 | Three Year Plan Review |
| July | July 21, 2022 | Annual Plan Preparation |
| August | August 18, 2022 | Annual Plan Review |
| September | September 15, 2022 | Armenian Relief Society & Copy/Design |

CONSORTIUM PROGRAM QUALITY SELF-ASSESSMENT

The Consortium Program Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of their collaboration and impact within their communities using a self-directed quality improvement process wherein consortium agencies may work collaboratively to assess their strengths and weakness, and to develop strategies to enhance policies, procedures and practices accordingly.

This tool is appropriate for formative assessment and building teams that will work toward program improvement. This tool is not intended to be used as an external evaluation tool. However, by engaging in honest, open conversations with key stakeholders through meaningful conversations, consortia will be on the path to better manage themselves and serve students more effectively and efficiently. While there are many right ways to use the self-assessment, it is critical that stakeholders have a clear sense of the purpose, process, and intended use of the results before undertaking a large-scale self-assessment process.

This self-assessment tool utilizes and expands upon concepts introduced by Completion by Design's Loss-Momentum Framework and developed under the aegis of the California Adult Education Program Consortium and Member Effectiveness Field Team. Created with input from practitioners and experts in the field of Adult Education, this self-assessment tool was created to help consortia evaluate their effectiveness in the following key areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

On the following pages are a series of prompts that may be used to describe the effectiveness of regional consortia and their members. Within each of the 5 sections, there are various measures and examples of evidence for each indicator of effectiveness. Consortia will be able to pick from a rating of 1-5 (1 being low on effectiveness and 5 being high on effectiveness).

Instructions

Read each of the following items and select the option that best describes your consortium and / or member agency currently. Group discussions of the indicators are encouraged in order to represent far-ranging views of consortia effectiveness. After conducting the self-assessment, interpretations can be made for how effective consortia are in the key areas. If the majority of answers were rated as:

- 1s: There is strong need for improvement and the consortium has an urgent need to address this area.
- 2s: The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes.
- 3s: The consortium is doing well in this area but needs additional work to be addressed.
- 4s: The consortium is doing very well in this area and need only a few improvements in order to be exceptional.
- 5s: The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

Consortia should strive to have a majority 3s, 4s, or 5s for each indicator to demonstrate overall effectiveness. Assistance and support should be so sought for areas scoring mostly in 1s and 2s.

Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.

1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.

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|---------------|---|---|---|---|--|
| 1.1.1. | 1 No staff positions are charged with overall consortium management / coordination | 2 | 3 Part-time staff are charged with overall consortium management / coordination | 4 | 5 1 or more staff charged with overall consortium management / coordination |
| 1.1.2. | 1 Consortium seldom convenes to discuss progress toward goals | 2 | 3 Consortium occasionally convenes to discuss progress toward goals | 4 | 5 Consortium frequently convenes to discuss progress toward goals |
| 1.1.3. | 1 Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | 2 | 3 Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) | 4 | 5 Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.) |

1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education

| | | | | | |
|---------------|--|---|---|---|---|
| 1.2.1. | 1 Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program. | 2 | 3 Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program. | 4 | 5 Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program. |
| 1.2.2. | 1 Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size | 2 | 3 Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size | 4 | 5 Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size |
| 1.2.3. | 1 Few agencies can be said to participate fully in consortium activities | 2 | 3 Some agencies can be said to participate fully in consortium activities | 4 | 5 Mostly all agencies can be said to participate fully in consortium activities |

1.3. Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need

| | | | | | |
|---------------|--|---|---|---|---|
| 1.3.1. | 1 Few agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes | 2 | 3 Some agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes | 4 | 5 Mostly all agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes |
| 1.3.2. | 1 Few agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners | 2 | 3 Some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners | 4 | 5 Most agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners |

1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice

| | | | | | |
|--------|--|---|---|---|---|
| 1.4.1. | 1 | 2 | 3 | 4 | 5 |
| | New program staff / member representatives are expected to learn about AEBG policies on their own | | Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance | | All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance |
| 1.4.2. | 1 | 2 | 3 | 4 | 5 |
| | Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals. | | Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals. | | Existing professional development opportunities for staff are clearly aligned to with the consortium's mission and outcome goals. |

Quality Indicator #2: Connection

Key Concept: This section asks questions about the consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

2.1. Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas

| | | | | | |
|---------------|---|---|--|---|--|
| 2.1.1. | 1 Few if any programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas | 2 | 3 Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas | 4 | 5 Mostly all programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas |
| 2.1.2. | 1 Few programs conduct outreach or early engagement with prospective students to help them understand educational options and services available | 2 | 3 Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available | 4 | 5 Mostly all programs conduct outreach or early engagement with prospective students to help them understand educational options and services available |
| 2.1.3. | 1 Data are not used to inform recruitment | 2 | 3 Some census data, labor market data, and / or assessments of regional and community needs are used to inform recruitment | 4 | 5 Recruitment is consistently informed by census data, labor market data, and / or assessments of regional and community needs |

2.2. Consortium agencies demonstrate a “no-wrong door” approach to regional education and training

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|---------------|---|---|---|---|--|
| 2.2.1. | 1 Few counselors and advisors are knowledgeable of programs and services offered by the consortium | 2 | 3 Some counselors and advisors are knowledgeable of programs and services offered by the consortium | 4 | 5 Mostly all counselors and advisors are knowledgeable of programs and services offered by the consortium |
| 2.2.2. | 1 Counselors / advisors are not comfortable referring students to programs or agencies outside of their home campuses | 2 | 3 Counselors / advisors are somewhat comfortable referring students to programs or agencies outside of their home campuses | 4 | 5 Counselors / advisors are comfortable referring students to programs or agencies outside of their home campuses |
| 2.2.3. | 1 Few if any agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners | 2 | 3 Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners | 4 | 5 Most all agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners |
| 2.2.4. | 1 Curricula are seldom organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce | 2 | 3 Curricula are somewhat organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce | 4 | 5 Curricula are mostly all organized around common standards for program areas college and career readiness, and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce |

Quality Indicator #3: Entry

Key Concept: This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests

3.1. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence

| | | | |
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| 3.1.1. | <p>1 Few programs provide mandatory orientation for first-time students</p> | <p>2 3 Some programs provide differentiated orientation for first-time students</p> | <p>4 5 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services</p> |
| 3.1.2. | <p>1 Few to no partnerships exist among community providers</p> | <p>2 3 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports</p> | <p>4 5 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.</p> |
| 3.1.3. | <p>1 Few students have meaningful access to high-quality counseling services</p> | <p>2 3 Some students in certain programs have access to high-quality counseling services</p> | <p>4 5 Nearly all students have access to high-quality counseling services from initial contact</p> |

3.2. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities

| | | | |
|---------------|---|--|---|
| 3.2.1. | 1 There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans. | 2 3 There is some consistency among providers regarding assessment, placement, and use of individual learning plans. | 4 5 Providers have adopted common assessments and placement policies, which directly inform students' individual learning plans |
|---------------|---|--|---|

3.3. Students complete individualized educational plans that reflect an informed understanding of their educational and career options

| | | | |
|---------------|--|--|---|
| 3.3.1. | 1 Few students develop meaningful individual educational plans. | 2 3 Some students develop individual educational plans they use to track progress through their programs. | 4 5 Individualized educational and support service plans are developed early in the educational experience and updated regularly based on student goals, assessment, and learner outcomes |
| 3.3.2. | 1 Career planning occurs at the end of students' programs, if at all. | 2 3 Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans. | 4 5 Learning plans are shared across agencies and drive academic and career planning. Career planning is integrated throughout students' educational experience. |

3.4. Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success

| | | | | | |
|--------|--|---|--|---|---|
| 3.4.1. | 1 | 2 | 3 | 4 | 5 |
| | Few agencies assess or promote the full range of wrap-around supports students need. | | Some programs informally assess student needs and make referrals to partners for services. | | Students are provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food / nutrition, child care, books & materials, physical and mental health services. |
| 3.4.2. | 1 | 2 | 3 | 4 | 5 |
| | There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services. | | Dedicated advisors / staff / faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized. | | Early alert systems are integrated into programs and prompt action by advisors / staff / faculty who coordinate to provide academic and non-academic support to students |

Quality Indicator #4: Progress

Key Concept: This section asks questions about the consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

4.1. Agencies have aligned and articulated programs

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|--------|--|---|--|---|--|
| 4.1.1. | 1 | 2 | 3 | 4 | 5 |
| | No alignment has occurred | | Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices | | Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence |
| 4.1.2. | 1 | 2 | 3 | 4 | 5 |
| | No alignment / articulation has occurred | | Some programs are monitored for successful alignment and articulation | | Consortia / members actively track performance of aligned programs using established data collection procedures and agreed upon measures of skills attainment |

4.2. Agencies offer robust integrated education and training programs

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|--------|--|---|--|---|--|
| 4.2.1. | 1 | 2 | 3 | 4 | 5 |
| | Minimal contextualized ESL is provided at a small number of agencies | | Some concurrent enrollment is available | | Several concurrent enrollment opportunities across a number of disciplines are available |
| 4.2.2. | 1 | 2 | 3 | 4 | 5 |
| | Few to no concurrent enrollment opportunities are available | | Some contextualized ESL or basic skills IET courses are provided | | Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities |

4.3. Agencies provide coordinated, ongoing, consistent student support

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|--------|---|--|--|
| 4.3.1. | 1 There is little to no coordination around student support services | 2 3 Some agencies have processes for tracking student supports needs and acting on data to ensure student success | 4 5 Members have shared tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members / partners Student satisfaction surveys show high rates of satisfaction (90% or better) across all agencies |
|--------|---|--|--|

Quality Indicator #5: Completion / Transition

Key Concept: This section asks questions about the consortium members' ability to facilitate timely program completion and successful transition into postsecondary education, training, and / or employment.

5.1. Programs demonstrate effectiveness in transitioning students into postsecondary and / or the workforce

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|---------------|--|--|--|
| 5.1.1. | <p>1 There is little to no coordinated case management or formal support for transition into post-secondary or the workforce</p> | <p>2 3 Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies</p> | <p>4 5 Members have shared systems and procedures to support transition process (alignment of standards, collocated transition specialists, warm hand-offs, case/referral management and tracking)</p> |
| 5.1.2. | <p>1 Few programs have formal articulation / dual-enrollment policies or agreements</p> | <p>2 3 Some programs have formal articulation / dual-enrollment policies or agreements</p> | <p>4 5 Nearly all programs have formal articulation / dual-enrollment policies or agreement that enable easy transition into postsecondary training.</p> |
| 5.1.3. | <p>1 The consortium does not set performance targets and only rarely looks at student achievement in a coordinated way</p> | <p>2 3 Some programs may set performance targets and / or there are consortium plans to develop processes to do so</p> | <p>5 Nearly all consortium agencies actively collaborate to set and track performance targets and student achievement</p> |

5.2. Partnerships with local workforce and community service providers are integrated into programs of study

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|---------------|---|---|--|
| 5.2.1. | 1 Programs have few if any formal relationships with regional partners | 2 3 There are some formal agreements with regional partners to provide support services in a select number of programs | 4 5 Programs actively collaborate with partners to provide service-learning, job-shadowing, mentoring, internships, apprenticeships, and / or other work-based learning opportunities and / or services to students that aid in the development of employability skills |
|---------------|---|---|--|

5.3. Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders

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|---------------|--|--|--|
| 5.3.1. | 1 Relatively little formal evaluation of program effectiveness is conducted | 2 3 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials) | 4 5 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials) |
| 5.3.2. | 1 Consortium does not conduct meaningful continuous improvement planning. When it does, community partners, staff, faculty, students, and other stakeholders are rarely involved. | 2 3 Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved for only some powerful and/or influential agencies or employees. | 4 5 Community partners, staff, faculty, students, and other stakeholders are engaged in continuous improvement planning and are involved in evaluating program effectiveness and design |



COVID-19 RELIEF PROGRAM

Are you between 18-25 years old?

Was your employment affected by COVID (Laid off or received UI from January 2020 to present)?

Need gas cards, work attire or have past due utility bills?

CALL GYA TODAY! 818-937-8073



The Glendale Youth Alliance (GYA) COVID-19 Program will assist local youth ages 18-25 that are affected by COVID to return their lives to normalcy. Individuals that have been laid off from work and/or receiving Unemployment Insurance between January 2020 until the present qualify!

GYA will provide intense case management as well as gas cards, work attire, pay utilities and other supportive services to successfully transition youth back into the workforce.

If you qualify, please contact Glendale Youth Alliance today at 818-937-8073.



Looking for a Job?



**ARE YOU BETWEEN THE AGES OF 18 TO 24 AND
TAKING CLASSES AT GARFIELD CAMPUS?**



**CONTACT GYA TODAY!
CALL (818) 937 - 8057 OR
EMAIL Lisaacs@glendaleCA.gov**

Services Offered:

- Paid work experience that may lead to permanent employment
- Paid training
- Case management
- Supportive services

*** Must meet program guidelines and complete necessary forms to qualify**

GLENDALAYOUTHALLIANCE.ORG

**MAIN OFFICE LOCATED ON THE 2ND FLOOR OF THE VERDUGO JOBS CENTER
1255 S. CENTRAL AVENUE, GLENDALE CA 91204**

**The Glendale Youth Alliance is an Equal Opportunity Program. Auxiliary aids and services are
available upon request to individuals with disabilities. TTY 818-548-3857**



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 \$1,500 ■ 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:

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

Submit applications:

Glendale Youth Alliance/STEPS
1255 S. Central Avenue
Glendale CA 91204

Or email applications to:

JVargas-Goulet@Glendaleca.gov
mtitlah@Glendaleca.gov



PPIC

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BLOG POST · DECEMBER 9, 2021

What's Next for California's K–12 Enrollment?

Julien Lafortune, Emmanuel Prunty, and Vicki Hsieh



POST INFORMATION

Likes: 5
Views: 1243
Last Updated: 12/22/2021
Resource Publication Date: 2017
Author(s): Bergson-Shilcock, Amanda.
Organizational Author(s): National Skills Coalition
Funding Source: Walmart Foundation
Resource Availability: Publicly available
Posted By: Wesley Peterson
Posted In: Workforce System Strategies

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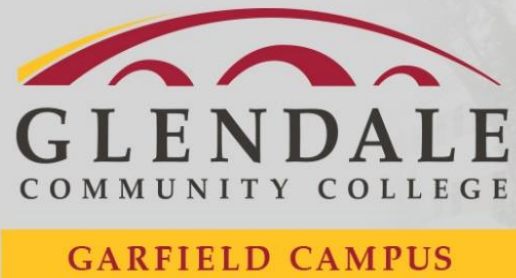
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Foundational Skills in the Service Sector

Research Grantee-Product

This report examines the characteristics of American workers in the service industry who have low literacy, numeracy, and technology skills and provides employers and policy makers with strategies for improving these skills. This report is beneficial to the gig/sharing economy.

Across the United States, millions of men and women with limited reading, math, or digital problem-solving skills are holding down jobs across the service sector. In the course of their jobs, these workers often need to read vital directions, follow safety protocols, calculate prices, supervise colleagues, and oversee budgets. All of these tasks are made dramatically more challenging for workers who don't have



SHORT TERM VOCATIONAL PROGRAMS

Jan Young, Division Chair
Business and Life Skills
Glendale College



What is a noncredit short term vocational program?

- GCC's department name aligns with the nomenclature used in CA Title 5, §55151
- Noncredit **short term** vocational programs have **high employment potential** and consist of a **sequence** of courses (more than one)
- Need to utilize job demand data to support program approval by College. Unlike credit, noncredit programs do not need Regional Workforce approval nor an advisory board.
- For Short Term Vocational program certification only, curricula must be approved by Chancellor's Office (longer time frame for approval)



Chancellor's Office Certificates

- In credit, students earn **Certificate of Achievement**
- In noncredit ESL and Basic Skills, students earn **Certificate of Competency**
- In noncredit Short Term Vocation, students earn **Certificate of Completion**
- These noncredit programs receive enhanced funding from the State. CDCP (classes for Career Development and College Preparation). Apportionment to College is the same as for a credit class.

Existing Business Certificates

- If students want to work in an office setting, they can earn an Office Clerk I certificate, an Office Clerk II certificate, or an Office Clerk III certificate. Hourly mean pay in LA County: \$20.72

• **Office Clerk I**

Keyboarding
Filing
On the Job Communication
21st Century Employment
Office Equipment
Intro to Computers
Windows
Word
Internet

Office Clerk II

Intermediate Keyboarding
Business Math & Calculators
Writing Business Emails
Customer Service Skills
Excel
Outlook

Office Clerk III

Advanced Keyboarding
Beginning Account Clerk
Business Letter Writing
Powerpoint



Recent Additions to Business Certificates

- If students want to obtain a Customer Service position, they can earn a Customer Service certificate. Hourly mean rate in LA County: \$21.51

Customer Service

- Beginning Keyboarding
 - On the Job Communication
 - 21st Century Employment
 - Customer Service Skills
-
- If students want to enhance their office skills, they can earn a Google Workspace certificate. The office suite market in the United States is split between Google's G Suite (now called Workspace) and Microsoft's Office 365, with Google Workspace being the market leader holding a share of **59.41 percent** and Office 365 occupying 40.39 percent, as of October 2020.
-
- **Google Workspace**
 - Google Workspace Fundamentals
 - Google Workspace Intermediate



Accounting Certificates

If students want to work for a company in accounts payable or receivable, they can earn a certificate as an Account Clerk I or as an Account Clerk II. The hourly mean rate in LA County is: \$24.68

Account Clerk I

Beginning Keyboarding
Business Math and Calculators
Beginning Account Clerk
Filing Fundamentals
21st Century Employment
Introduction to Computers
Windows
Excel

Account Clerk II

Advanced Account Clerk
Customer Service Skills
Advanced Excel
Quickbooks
Sage 50
Access
Outlook
Integrated Technology



Mirrored Class Certificates in Engineering and Interior Design

Mirrored classes promote pathways from noncredit to credit. The first course is a required noncredit course. The second course, the student joins a credit course, but is enrolled as a noncredit student. (no tuition) There is one credit instructor. Noncredit students must earn a P to earn a noncredit certificate. If the noncredit student passes, they can enroll in the next subsequent course in credit.

Drafting and Basic Design

- Practical Math for the Trades
- Engineering Drafting and Basic Design

Introduction to Interior Design

- Practical Math for the Trades
- Architecture Drafting and Basic Design



Health Care Certificates

Administrative Med. Assisting (Front Office) + **Clinical** Med. Assisting (Back Office) = **Medical Asst.**

ESL level 3 students and above. Currently offer ESL support class for Administrative Medical Assistant, but redesigning ESL support courses for healthcare classes. The hourly mean rate in LA County is: \$21.41

- **Administrative Medical Assistant**

- Administrative Medical Assisting
- 21st Century Employment

- **Medical Assistant**

- Administrative Medical Assisting
- Clinical Medical Assisting

- **Electives:**

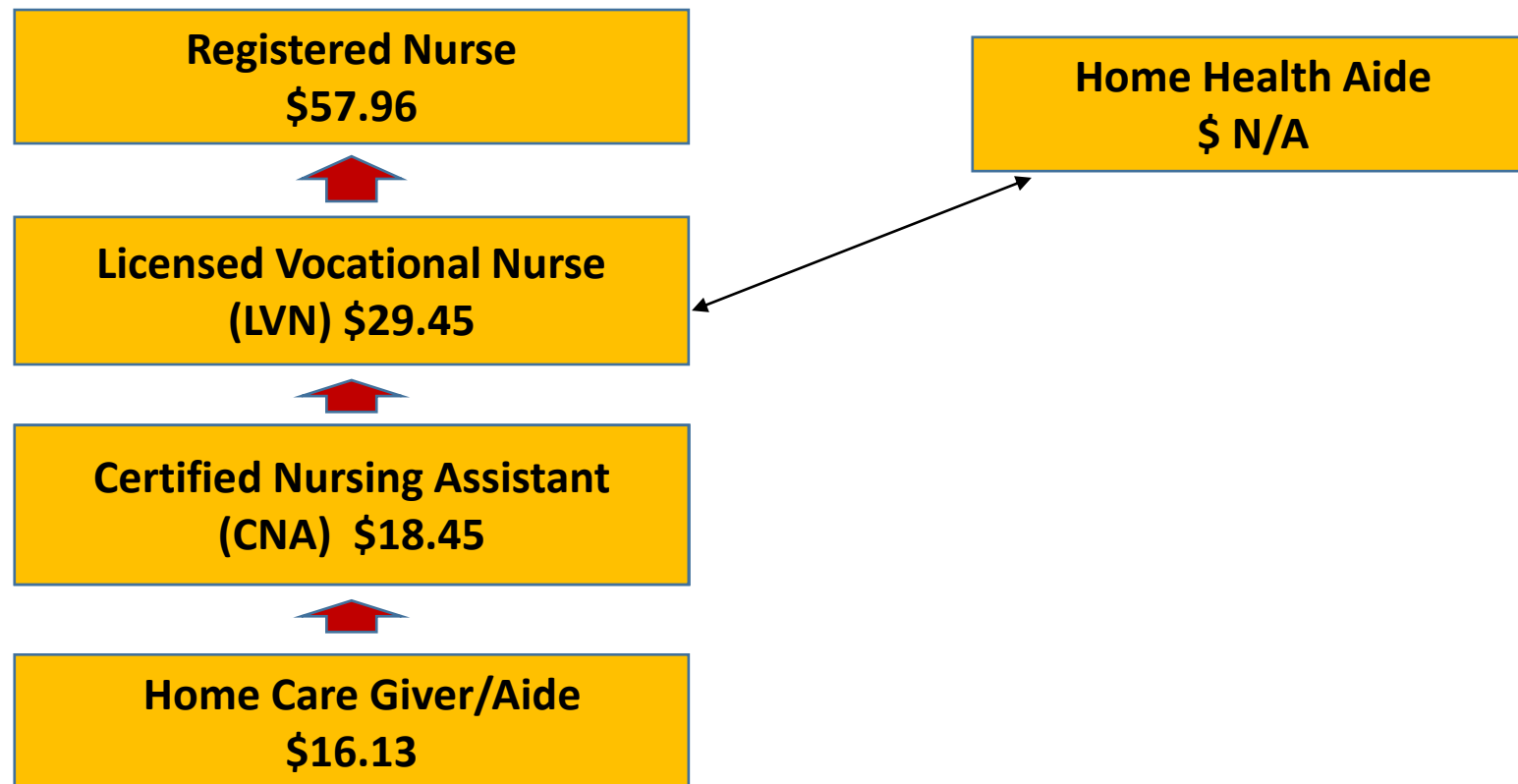
- Basic Review for Certified Medical Assistant
- Externship

Health Care Certificates (cont)

- **Dental Front Office (revised)**
 - Dental Front Office
 - 21st Century Employment
- **Home Caregiver/Aide (not offered yet)**
 - Home Caregiver/Aide
 - Pathways to Health Careers
- **Certified Nursing Assistant (not offered yet)**
 - Certified Nursing Assistant
 - Pathways to Health Careers

Career Pathways in Noncredit Healthcare

Hourly rate = mean wage in LA County





Growth Opportunities in Healthcare In Los Angeles County

| Occupation | Projected Growth by 2028 | Estimated Job Openings | Percent Change from from 2018-2028 |
|---------------------------------|-----------------------------|------------------------|---------------------------------------|
| Personal Care Aide | 297,260 | 94,090 | 46.3% (highest in county) |
| Medical Assistant | 29,980 | 5,780 | 33.9% |
| Licensed Voc. Nurse (LVN) | 21,600 | 2,640 | 13.9% |
| Certified Nursing Asst (CNA) | 34,730 | 4,800 | 13.8% |



Not Too Distant Future.....

- Heretofore, internships were only offered to credit students. Noncredit students could, at best, be offered an externship. GCC in conjunction with Verdugo Job Center is just beginning externship opportunities to noncredit Medical Assistant graduates.
- Revision of Title 5 language will be sent to the Board of Governor's this spring allowing noncredit programs to include internships as part of their certificates. This will help our students transition to the workplace and allows for the college to collect apportionment.



Future Certificates

- What occupational programs do you think we should offer? (Remember LMI data).

Send me an email!! [**jyoung@glendale.edu**](mailto:jyoung@glendale.edu)

TUITION—FREE

Register online at: www.glendale.edu

STV 34 — Filing Fundamentals - Covers the use of indexing rules to file alphabetically, numerically, geographically, and by subject as required by employers.

| | | | | |
|------|----|--------------------|-----------|---------------|
| 3599 | MW | 8:00 am — 12:00 pm | 5/2-6/1 | TR 211 |
| 3239 | MW | 12:30 pm — 4:30 pm | 2/23-3/23 | REMOTE/HYBRID |

STV 35 — On The Job Communication - This course emphasizes workplace interaction and avoiding barriers to communication. Topics include communication strategies, overcoming negative behaviors in teams/groups, decision making and problem solving

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3240 | MTH | 8:00 am — 12:00 pm | 4/25-5/5 | REMOTE/HYBRID |
| 3241 | MW | 12:30 pm — 4:30 pm | 5/23-6/15 | REMOTE/HYBRID |

STV 40 — 21st Century Employment Strategies - This course prepares students for success in gaining employment. Topics to be covered include resume development, cover letters, interviewing techniques.

| | | | | |
|------|-----|--------------------|----------|---------------|
| 3242 | MTH | 8:00 am — 12:00 pm | 3/7-4/14 | REMOTE/HYBRID |
| 3243 | MTH | 8:00 am — 12:00 pm | 5/9-6/15 | REMOTE/HYBRID |

STV 50 — Customer Service Skills — Hybrid This course is partially online. First day attendance is required . This course covers office procedures, telephone skills, problem solving, interperson-

| | | | | |
|------|-----|--------------------|----------|---------------|
| 3244 | MTH | 8:00 am — 12:00 pm | 2/22-3/3 | REMOTE/HYBRID |
|------|-----|--------------------|----------|---------------|

Remote vs. Hybrid

Note: Most spring Business and Life Skills classes will be offered and listed as "Remote" . Remote classes are "live" meaning there are specific class days and times that provide "live" instruction via Zoom on your computer. The instructor may lecture, lead discussions, or assign activities to complete.

Some spring classes will be offered as "Hybrid" classes. While hybrid classes have some "live" classroom time, for part of the scheduled class time, you will be expected to complete assignments on your own at a time that works for you. As an example, a 4 hr "remote" class might meet for 4 hrs straight. A "hybrid" class may have 2 hrs. of live classroom time followed by an additional 2 hrs of work you need to complete on your own.



TUITION - FREE
Spring 2022

CONTINUING EDUCATION
SHORT TERM VOCATIONAL

BUSINESS AND COMPUTER
CLASSES

February 22 — June 15, 2022

Glendale Community College
Garfield Campus
1122 East Garfield Avenue
Glendale, CA 91205

Contact Information:
(818) 240-1000, ext. 5690
www.glendale.edu

All classes are subject to change.
Please check our website for our current classroom schedule

*** "Students may join this class at any time."**

TUITION — FREE

Register online at: www.glendale.edu

*STV 11 — Beginning Keyboarding “may join at any time”

| | | | |
|------|---------|--------------------|--------|
| 3211 | MTWTHFS | 8:00 am — 12:00 pm | REMOTE |
| 3212 | MTWTH | 12:00 pm — 4:00 pm | REMOTE |
| 3213 | MTWTH | 4:00 pm — 8:00 pm | REMOTE |

*STV 12 — Intermediate Keyboarding “may join at any time”

| | | | |
|------|---------|--------------------|--------|
| 3214 | MTWTHFS | 8:00 am — 12:00 pm | REMOTE |
| 3215 | MTWTH | 12:00 pm — 4:00 pm | REMOTE |
| 3216 | MTWTH | 4:00 pm — 8:00 pm | REMOTE |

*STV 13 — Advanced Keyboarding “may join at any time”

| | | | |
|------|---------|--------------------|--------|
| 3217 | MTWTHFS | 8:00 am — 12:00 pm | REMOTE |
| 3218 | MTWTH | 12:00 pm — 4:00 pm | REMOTE |
| 3219 | MTWTH | 4:00 pm — 8:00 pm | REMOTE |

*STV 14 — Keyboarding/HS Credit “may join at any time”

| | | | |
|------|-------|--------------------|--------|
| 3221 | MTWTH | 12:00 pm — 4:00 pm | REMOTE |
| 3222 | MTWTH | 4:00 pm — 8:00 pm | REMOTE |

TUITION—FREE

Register online at: www.glendale.edu

*STV 61 — Administrative Medical Assisting - This course includes: Medical Terminology, Front Office Procedures, Medical Billing and Coding, Medical Transcription and Medical Software. “may join at any time”

| | | | |
|------|-------|--------------------|--------|
| 3245 | MTWTH | 8:30 am — 12:30 pm | REMOTE |
| 3246 | MTWTH | 11:00 am — 3:00 pm | REMOTE |
| 3247 | MW | 4:00 pm — 8:00 pm | REMOTE |

*STV 62 — Dental Front Office - Topics include: Dental Terminology, Office Procedures, Billing and Coding techniques and Dental Software. “may join at any time”

| | | | |
|------|-------|--------------------|--------|
| 3248 | MTWTH | 11:00 am — 3:00 pm | REMOTE |
| 3249 | MW | 4:00 pm — 8:00 pm | REMOTE |

STV 63 — Medical Clinical Assisting - Covers the use of indexing

| | | | |
|------|-------|--------------------|---------|
| 3250 | MTWTH | 8:30 am — 12:30 pm | MP 103A |
|------|-------|--------------------|---------|

STV 64 — Home Caregiver/Aide

| | | | | |
|------|-----|-------------------|-----------|---------|
| 3438 | MTW | 6:00 pm — 8:30 pm | 2/22-5/18 | MP 103A |
|------|-----|-------------------|-----------|---------|

STV 31 — Business Writing: Email - This writing course primarily consists of correctly composing and formatting business e-mail messages as required by employers.

| | | | | |
|------|----|--------------------|-----------|---------------|
| 3235 | MW | 12:30 pm — 4:30 pm | 3/28-4/13 | REMOTE/HYBRID |
|------|----|--------------------|-----------|---------------|

STV 33 — Business Letter Writing - This course covers business letter composition, English essentials, and the production of other workplace documents such as agendas and minutes.

| | | | | |
|------|----|--------------------|-----------|---------------|
| 3237 | MW | 12:30 pm — 4:30 pm | 4/25-5/18 | REMOTE/HYBRID |
|------|----|--------------------|-----------|---------------|

TUITION—FREE

Register online at: www.glendale.edu

***STV 21 — Business Math and Calculators** - Students improve basic and business math skills and learn calculators by touch with speed development and calculator functions. “may join at any time”

| | | | |
|------|-----|--------------------|--------|
| 3223 | MWF | 8:00 am — 12:00 pm | REMOTE |
| 3224 | S | 8:00 am — 12:00 pm | REMOTE |
| 3225 | TTH | 12:30 pm — 4:30 pm | REMOTE |
| 3606 | F | 12:30 pm — 4:30 pm | REMOTE |
| 3609 | TTH | 12:30 pm — 4:30 pm | TR 307 |
| 3226 | TTH | 5:00 pm — 9:00 pm | REMOTE |

***STV 22 — Beginning Account Clerk** - Students will study full cycle accounting in chapters 1-17: financial statements, payroll, and accounts receivable and payable in manual, QuickBooks and Peachtree format. “may join at any time”

| | | | |
|------|-----|--------------------|--------|
| 3227 | MWF | 8:00 am — 12:00 pm | REMOTE |
| 3228 | S | 8:00 am — 12:00 pm | REMOTE |
| 3229 | TTH | 12:30 pm — 4:30 pm | REMOTE |
| 3607 | F | 12:30 pm — 4:30 pm | REMOTE |
| 3610 | TTH | 12:30 pm — 4:30 pm | TR 307 |
| 3230 | TTH | 5:00 pm — 9:00 pm | REMOTE |

***STV 23 — Advanced Account Clerk** - Students will study advanced accounting in chapters 18-24: financial statements, uncollectible, notes payables and receivables, accruals, inventory, and advanced accounts receivable/payable in manual QuickBooks and Peachtree formats. “may join at any time”

| | | | |
|------|-----|--------------------|--------|
| 3231 | MWF | 8:00 am — 12:00 pm | REMOTE |
| 3232 | S | 8:00 am — 12:00 pm | REMOTE |
| 3233 | TTH | 12:30 pm — 4:30 pm | REMOTE |
| 3608 | F | 12:30 pm — 4:30 pm | REMOTE |
| 3611 | TTH | 12:30 pm — 4:30 pm | TR 307 |
| 3234 | TTH | 5:00 pm — 9:00 pm | REMOTE |

TUITION — FREE

Register online at: www.glendale.edu

STV 70—Introduction to Computers

| | | | | |
|------|-----|--------------------|----------|---------------|
| 3251 | TTH | 8:00 am — 12:00 pm | 2/22-3/3 | REMOTE/HYBRID |
| 3585 | TTH | 5:30 pm — 9:30 pm | 2/22-3/3 | MP 316 |

STV 80 — Windows

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3253 | TTH | 8:00 am — 12:00 pm | 3/8-3/15 | REMOTE/HYBRID |
| 3541 | F | 9:00 am — 1:00 pm | 2/25-3/18 | REMOTE |
| 3583 | MW | 12:30 pm — 4:30 pm | 4/4-4/13 | REMOTE |
| 3254 | TTH | 5:30 pm — 9:30 pm | 3/8-3/17 | MP 316 |

STV 140 — Internet

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3272 | TTH | 8:00 am — 12:00 pm | 3/22-3/29 | REMOTE/HYBRID |
| 3451 | TTH | 5:30 pm — 9:30 pm | 3/22-3/29 | MP 316 |

STV 120 — Computer Lab Open Lab for Garfield Campus students. “may join at any time”

| | | | |
|------|-------|-------------------|--------|
| 3269 | MTWTH | 8:00 am — 9:00 pm | REMOTE |
| | F | 8:00 am — 4:30 pm | REMOTE |
| | S | 8:00 am — 3:00 pm | REMOTE |

TUITION — FREE

Register online at: www.glendale.edu

STV 100 — Beginning Microsoft Word

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3264 | S | 8:00 am — 12:00 pm | 2/26-5/21 | REMOTE |
| 3542 | F | 9:00 am — 1:00 pm | 3/25-6/10 | REMOTE |
| 3263 | TTH | 12:30 pm — 4:30 pm | 2/22-3/29 | REMOTE/HYBRID |
| 3265 | TTH | 5:30 pm — 9:30 pm | 4/5-5/19 | MP 316 |

STV 90 — Beginning Microsoft Excel

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3445 | TTH | 8:00 am — 12:00 pm | 4/5-5/17 | REMOTE/HYBRID |
| 3446 | MW | 12:30 pm — 4:30 pm | 2/23-3/30 | REMOTE |
| 3448 | S | 12:30 pm — 4:30 pm | 2/26-5/21 | REMOTE |
| 3447 | TTH | 5:30 pm — 9:30 pm | 2/22-3/31 | REMOTE |

STV 91 — Microsoft Advanced Excel

| | | | | |
|------|-----|-------------------|----------|--------|
| 3256 | TTH | 5:30 pm — 9:30 pm | 4/5-5/19 | REMOTE |
|------|-----|-------------------|----------|--------|

STV 95 — QuickBooks Automated Accounting

| | | | | |
|------|-----|--------------------|-----------|--------|
| 3604 | TTH | 8:00 am — 12:00 pm | 2/22-3/17 | MP 316 |
| 3260 | MW | 5:30 pm — 9:30 pm | 3/21-4/13 | REMOTE |

STV 97 — Peachtree Automated Accounting

| | | | | |
|------|-----|--------------------|-----------|--------|
| 3605 | TTH | 8:00 am — 12:00 pm | 3/22-4/14 | MP 316 |
| 3262 | MW | 5:30 pm — 9:30 pm | 2/23-3/16 | REMOTE |

TUITION — FREE

Register online at: www.glendale.edu

STV 138 — Microsoft Outlook

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3450 | MW | 8:00 am — 12:00 pm | 4/25-5/18 | REMOTE |
| 3449 | TTH | 12:30 pm — 4:30 pm | 4/5-5/3 | REMOTE/HYBRID |
| 3270 | TTH | 5:30 pm — 9:30 pm | 5/24-6/14 | REMOTE |

STV 111 — Microsoft PowerPoint

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3267 | TTH | 8:00 am — 12:00 pm | 5/24-6/14 | REMOTE/HYBRID |
| 3452 | TTH | 5:30 pm — 9:30 pm | 5/24-6/14 | MP 316 |

OBT 113 — Microsoft Access

| | | | | |
|------|-----|--------------------|-----------|---------------|
| 3268 | TTH | 12:30 pm — 4:30 pm | 5/10-6/14 | REMOTE/HYBRID |
|------|-----|--------------------|-----------|---------------|

STV 150 — Integrated Technology

| | | | | |
|------|----|--------------------|-----------|--------|
| 3273 | MW | 8:00 am — 12:00 pm | 5/23-6/15 | REMOTE |
|------|----|--------------------|-----------|--------|

STV 72 — Google Workspace Fundamentals

| | | | | |
|------|----|--------------------|-----------|--------|
| 3581 | MW | 8:00 am — 12:00 pm | 2/23-3/16 | REMOTE |
| 3440 | MW | 12:30 pm — 4:30 pm | 4/25-5/18 | REMOTE |
| 3441 | MW | 5:30 pm — 9:30 pm | 4/25-5/18 | REMOTE |

STV 73 — Google Workspace Intermediate

| | | | | |
|------|----|--------------------|-----------|--------|
| 3582 | MW | 8:00 am — 12:00 pm | 3/21-4/13 | REMOTE |
| 3442 | MW | 12:30 pm — 4:30 pm | 5/23-6/15 | REMOTE |
| 3443 | MW | 5:30 pm — 9:30 pm | 5/23-6/15 | REMOTE |