

California Adult Education Program Implementation Meeting

August 15, 2024 • 1:00pm-2:30pm

Meeting Agenda

Agenda Item		Purpose	Person(s) Responsible	Timeframe	
I.	Introduction	A. Welcome	MaryAnn	5 min	
II.	Minutes	A. Review & Approval of Minutes for April 18, 2024, May 16, 2024, June 20, 2024, July 18, 2024	Board	5 min	
III.	Public Comment	A. Community Comments	Community	5 min	
IV.	Strategic Planning	A. Final Annual Plan Document	MaryAnn	30 min	
V.	Professional Development	A. Partner Updates	GlendaleLEARNS	45 min	
VI.	Next Meeting	A. Next meeting date: September 19, 2024			
IX.	Adjourn	A. Adjournment			



Adult Education Implementation Virtual Meeting

April 18, 2024 • 1:00pm-3:00pm

Attendees: Gamid Ahkmedov, Alees Gharibian, Hilda Ghazarian, Edith Gonzalez, Laura

Isaacs-Galvan, Ani Khachikyan, Jonathan Pelletier, Melina Sardar

Board Members: Alfred Ramirez, Judith Velasco

Coordinator: MaryAnn Pranke

Meeting Notes

Ag	jenda Item	Outcome	
I.	Minutes	A. Approval of Minutes 1. Minutes for March 21, 2024 were presented and approved by the Board.	
II.	CFAD	 A. Consortium Fiscal Administrative Declaration (CFAD) 1. The CFAD was presented and approved by the Board. 2. MaryAnn will submit the CFAD to the Chancellor's Office by the deadline of May 2, 2024. 	
III.	Professional Development	A. Emotional Hijack: How to Not Take Things Personal! 1. Melina Sardar conducted the webinar.	
IV.	Next Meeting	Next meeting will be held: May 16, 2024; 1:00-3:00pm	



Adult Education Implementation Virtual Meeting

May 16, 2024 • 1:00pm-3:00pm

Attendees: Edith Gonzalez, Ani Khachikyan, Peyman Malaz, Iskra Martinez, Jonathan

Pelletier, Naomi Sato

Board Members: Alfred Ramirez

Coordinator: MaryAnn Pranke

	Meeting Notes				
Ag	enda Item	Outcome			
l.	Minutes	A. Approval of Minutes 1. Postponed until next meeting due to the lack of quroum.			
II.	Community Comments	A. No comments were submitted.			
III.	Director's Report	 A. Alfred announced to the group that he is retiring effective June 30, 2024; however, his last day will be June 20, 2024. 1. This will be Alfred's last meeting. 2. Vice President of Instruction, Michael Ritterbrown, will be the Interim Director. B. Summer session registration will be held June 12-13. 			
IV.	Strategic Planning	 A. MaryAnn conducted a presentation on labor market information for March 2024 to set the stage for discussion on strategic planning. B. MaryAnn reviewed the challenges and needs identified for students and participants for the previous Annual Plan. 1. Team agreed that challenges related to the pandemic no longer apply. 2. The demand for adult education continues; however, even hiring new instructors does not solve the problem when there is a wait list because Garfield staff is limited and cannot process the hundreds of new students. 			



Agenda Item	Outcome
	 Attempted to integrate basic computer skills in lower-level ESL; however, this did not work. People need to increase language skills before they can increase computer skills.
	 Jonathan noted that Department of Rehabilitation (DOR) is still seeing invisible disabilities identification as a challenge.
	 Ani and Edith noted that the hiring process is much different now with everything happening online. Applications are submitted online but no response is received. Edith noted that English learners only seem to qualify for very entry level jobs.
	 Team agreed that mental health issues continue to be barriers for students and participants. Mental health issues are linked to homelessness. Participants who are homeless will not show up to appointments and phone numbers change so frequently it is difficult to connect with them.
	 Naomi noted that Medical Assistant students are not able to pay for books. Ani noted that students are confident in their skills as they work in their externships.
	 Team agreed that they are dealing with multiple barriers including nondisclosed disabilities and mental health issues.
	A. MaryAnn reviewed the previous goals for any updates needed for 2024-25 Annual Plan.
	 Team agreed that the goals verbiage related to the pandemic no longer apply.
	Team agreed all goals apply but need to be updated for post-pandemic and the challenges now being experienced.
V. Next Meeting	Next meeting will be held: June 20, 2024; 1:00-3:00pm



Adult Education Implementation Virtual Meeting: WebEx

June 15, 2023 • 1:00pm-3:00pm

Attendees: Ani Khachikyan, Alees Gharibian, Abigail Espericueta, Hilda Ghazarian,

Naomi Sato, Caryn Panec, Joylene Wagner, Shannon Torres, Darrylette Bass, Jeanetta Burton, Carmen Wynn, Carrie Prado, Albert Hernandez,

Melina Sardar

Board Members: Judith Velasco, Alfred Ramirez

Coordinator: MaryAnn Pranke

Meeting Notes

Minutes	A. Review & Approval of Minutes
	Approval of minutes was postponed until the July meeting.
Professional Development	 A. Partner Presentation: Home Again Los Angeles Carrie Prado and Albert Hernandez conducted a presentation on the programs and services available through Home Again L.A. B. Keynote Speaker: Melina Sardar Melina Sardar presented Fundamentals of Emotional Intelligence in the Workplace. She will return in July for a workshop on Stress Management.
Next Meeting	Next meeting date: July 20, 2023; 1:00pm-3:00pm
	Development



Adult Education Implementation Virtual Meeting

May 16, 2024 • 1:00pm-3:00pm

Attendees: Abigail Espericueta, Hilda Ghazarian, Ani Khachikyan, Naomi Sato,

Coordinator: MaryAnn Pranke

Meeting Notes

Meeting Notes				
Ag	enda Item	Outcome		
I.	Welcome	A. MaryAnn welcomed the group and reminded the group that Alfred has now retired.		
		 MaryAnn reported that she will currently be reporting to Michael Ritterbrown, Vice President of Instructional Services until an interim Dean is hired 		
		Naomi confirmed that someone has been hired but does not have any information yet.		
II.	Minutes	A. Approval of Minutes		
		Postponed until next meeting when the new director is appointed and quorum is confirmed.		
III.	Community Comments	A. No comments were submitted.		
IV.	Strategic Planning	A. MaryAnn conducted a presentation summarizing the work that has been accomplished on strategic planning and asked for additional comments.		
		B. Other needs identified by the partners are:		
		 Currently, Garfield campus has more students than they can handle. While they can hire more instructors and add more classes, they do not have the administrative staff to handle those duties to support the increase in students and classes. 		
		Enrollment event had students lined up at 5am – 6am with lines around the corner.		
		3. MaryAnn asked if new immigrants were required by their support source to take classes. Hilda agreed that refugees referred by Department of Social Services (DPSS) are required to work an amount of hours per week, such as 30 hours, and some of those hours can be education and		



Ag	enda Item		
		training. This requirement could be contributing to the increase in enrollments.	
		Plans continue to launch the new Certified Nursing Assistant and Licensed Vocational Nurse in the fall and will need assistance for permanent job placement.	
		 Partners noted that perhaps Garfield instructors should drop students who are not showing up or are only using their enrollment verification to meet financial support requirements. 	
V.	Professional Development: Partner Updates	 A. Garfield ESL: Naomi announced the English for Work classes that will be offered at levels 1 through 5. 1. They just received approval to offer all five levels. Classes will include idioms and slang used in the workplace and will launch in the fall. 	
		2. Currently have 3,500 students enrolled in ESL.	
		 Naomi has been asked to present at the Los Angeles Regional District Consortium in September. She will be presenting the integration of ESL in the short-term vocational programs at Garfield. 	
		 B. International Rescue Committee (IRC): IRC added asylees program and is targeting September for launching. 1. Also available for Parolees: 1-1 coaching on financial literacy to build credit and banking. 	
		IRC now offers citizenship classes in 10 sites across Los Angeles.	
		3. IRC continues to offers ESL classes four hours per week.	
		 C. Verdugo Jobs Center (VJC): The new program year began July 1st and are able to support tuition expenses and job placement to eligible students. VJC targets low income, English language leaners, dislocated workers and veterans. 1. VJC will continue to offer paid externships to medical and dental assistants and those in other short-term vocational training including office and accounting courses. 	



Ag	enda Item	Outcome	
		Naomi suggested that Ani connect with Maria to connect with students and introduce VJC students to them.	
VI.	Next Meeting	Next meeting will be held: August 15, 2024; 1:00-3:00pm	

Meeting Schedule Program Year 2024 - 2025



Month	Date	Partner Presentation
July	July 18, 2024	Strategic Planning
August	August 15, 2024	Review of Final Strategic Plan
September	September 19, 2024	IRC: Parolee and Other Immigrant Services
October	October 17, 2024	Professoinal Development: Motivational Interviewing
November	November 21, 2024	Glendale Library Arts & Culture
December	December 19, 2024	
January	January 16, 2025	
February	February 20, 2025	
March	March 20, 2025	
April	April 17, 2025	
May	May 15, 2025	
June	June 19, 2022	

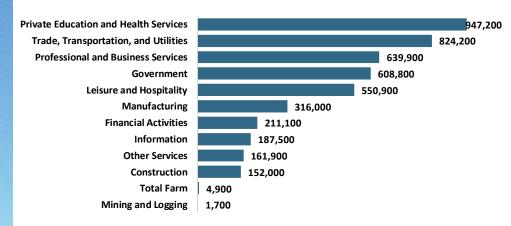


Los Angeles County

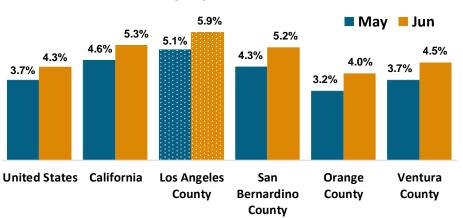
Economic Summary 2024 – 2nd Edition



June Industry Sectors Ranked by Employment Size¹



Unemployment Rate (%)²



Online Job Postings – June 2024 Help Wanted OnLine³

Top 10 Employers

Top 10 Occupations

Top 10 Cities

Kaiser Permanente	1,302	Retail Salespersons	4,938		
Hairranaiter of Courthouse Colifornia		netali Jaiespersons	4,338	Long Beach	6,015
University of Southern California	986	Secretaries and Adm. Assis., Except Legal, Medical, and Exec.	3,027	Torrance	4,836
Providence	915	Customer Service Representatives	2,540	Pasadena	4,699
Starbucks	910	First-Line Supervisors of Retail Sales Workers	2,532	Santa Monica	4,594
Cedars-Sinai	851	Fast Food and Counter Workers	2,387	Burbank	3,966
Allied Universal	710	Sales Reps., Wholesale and Mfg., Except Tech., and Sci. Prod.	2,338	Glendale	3,285
Northrop-Grumman	633	Medical and Health Services Managers	1,972	Santa Clarita	3,003
Amazon	573	General and Operations Managers	1,969	El Segundo	2,949
Alta Hospitals Systems	531	First-Line Supervisors of Office and Admin. Support Workers	1,842	Beverly Hills	2.475

Sources: ¹Current Employment Statistics (June 2024), ²Local Area Unemployment Statistics (June 2024), ³The Conference Board-Lightcast Help Wanted OnLine® June 2024 (HWOL).



Offered at Glendale Community College Garfield Campus

(1122 E. Garfield Ave. Glendale)
Part of Short Term Vocational (STV) courses

Class is offered:
September 3-December 18, 2024
Tuesday/Thursday 9am-1pm

Registration starts July 15, 2024.

Upon successful completion of the course you will receive a course completion certificate of Dental Front Office.

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







START YOUR CAREER IN HEALTHCARE IN JUST 16 WEEKS! HOME CAREGIVERS ARE IN DEMAND!

FREE Home Caregiver classes
Begins September 3rd through December 18th

8:00 am - 11:00 am Monday - Somerset 103 /Wednesday - Remote (3328) Tuesday - Somerset 103 /Thursday - Remote (3408)



BECOME A CERTIFIED MEDICAL ASSISTANT IN 9 MONTHS!

FREE CLASSES!

ADMINISTRATIVE MEDICAL ASSISTING

Classes will be taught remotely and in person in Fall 2024

Morning Class (Teacher Directed) Monday-Thursday 8:30am-10:30am

Afternoon Class (Self-Paced) Monday-Thursday 11:00am-3:00pm

Evening Class (Self-Paced) Monday-Thursday 4:00pm-8:00pm

CLINICAL MEDICAL ASSISTING

Classes will be taught remote and in-person in Fall 2024

Morning Class (Teacher Directed) Monday-Thursday 8:30am-12:30pm



Offered at Glendale Community College Garfield Campus (1122 E. Garfield Ave. Glendale) as part of its Short Term Vocational (STV) courses

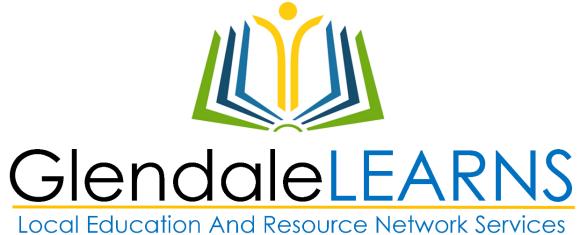
- » Preparation course and externship offered
- » Upon successful completion of the program, students will be able to take the California Certified Medical Assistant examination

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









CAEP ANNUAL PLAN 2024-2025

Identified Barriers

- Lack of Technology: Hotspots
- Financial challenges due to inflation
- Fear of Public Transportation
- Unstable Lives/Changing Schedules
- Loss of Shelter/Homes
- Mental Health & Well Being Issues
- Fear of Going Back to Work/College
- Lack Work Experience
- Not Able to Establish Partnership with Students for Encouragement In-Person
- Language barriers
- Adults without diplomas/HSE
- Uncertain economic environment
- Uncertain educational levels resulting from lockdowns
- Continued pandemic cases and deaths
- Mismatch between skills of unemployed and skills in demand



Identified Barriers (continued)

- Childcare/Adult Care remains a barrier
- Students have outdated technology and software skills.
- Resource advocacy to assist students address barriers and challenges.
- Assistance with pathway to work legally.
- Assistance with transitioning international credentials to USA recognized credentials.





Identified Needs

- Supportive services
- Paid work-based learning
- Comprehensive career pathways
- Bridge programs
- Hybrid opportunities for education and training: in-person and distance learning
- Continue co-enrollment to meet student needs
- Continue building partnerships with emphasis on K-12 counselors
- Continue professional development opportunities



Three-Year Plan Objectives

- 1. Address Education Needs: Implement programs that prepare students for entering career pathways and subsequent employment
- 2. Improve Integration of Services and transitions: Develop comprehensive career pathways for priority populations
- 3. Improve Effectiveness of Services:
 Capitalize on Opportunities to Leverage
 Resources with GlendaleLEARNS Partners.

GlendaleLEARNS Annual Plan 2024-2025

- 1. Executive Summary
 - a) Consortium Structure
 - b) Accomplishments
 - c) Regional Planning Overview
- 2. Needs
- 3. Strategies
- 4. Fiscal Management
 - a) Administration
 - b) Carry-over Process





Needs

- 1. Comprehensive career pathways for priority populations
- 2. Educational programs that prepare students for entering career pathways and employment
- 3. Supportive services
- 4. Hybrid opportunities for learning
- 5. Leverage resources





Annual Plan Strategies 2024-2025

1. Address Educational Needs:
Implement educational programs that
prepare students for entering career
pathways and employment

2. Improve Integration of Services & Transitions:

- a) Implement comprehensive career pathways for priority populations
- b) Maintain hybrid opportunities that offer distance learning
- c) Increase student's sense of belonging and community
- d) Increase transfers from noncredit to credit

8

Annual Plan Goals (continued)

3. Improve Effectiveness of Services:

- a) Create access to supportive services to reduce or eliminate barriers including providing students with academic, career, mental health, and disabled students counseling
- b) Capitalize on opportunities to leverage resources with GL partners









GlendaleLEARNS

CAEP ANNUAL PLAN 2024-2025

CAEP Annual Plan

Produced: Aug 12, 2024, 11:03 PM UTC - By MaryAnn Pranke

19 Glendale Community College District Regional Consortium DRAFT

2024-25

Plans & Goals

Executive Summary

The Glendale Local Area Education Network Services (GlendaleLEARNS) represents the Glendale Community College (GCC) District Regional Consortium. It is comprised of members and partners that implement adult education in the seven program areas as allowed by the California Adult Education Program (CAEP). GlendaleLEARNS involves its members and partners in all aspects of planning, designing and implementing programs and services throughout the community, integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement. Involving all members and partners in the development process creates a vested interest in success and in achieving Three-Year Plan goals and objectives. These strategies are in alignment with GlendaleLEARNS' mission to "provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities."

All members and partners participate in a comprehensive strategic planning process to develop the Three-Year Plan, and an adjusted process for each Annual Plan. The strategic planning process includes an environmental scan to evaluate current demographics, labor force data and economic environment. This environmental scan is enhanced with performance data available through LaunchBoard as well as student demographic data to better understand needs and barriers.

Using results from the environmental scan, GlendaleLEARNS established three overarching objectives in its Three-Year Plan: 1) Address Educational Needs: Implement Educational Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment; 2) Improve Integration of Services and transitions: Develop Comprehensive Career Pathways for Priority Populations; and 3) Improve Effectiveness of Services: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners. The Three-Year Plan also serves as the basis for the Annual Plans, with adjustments incorporated based on changes in the local environment. At a minimum, the Verdugo Workforce Development Board (VWDB) provides quarterly reports on local labor market and economic landscape to keep GlendaleLEARNS informed of these environmental factors. This allows the partners and members of GlendaleLEARNS to develop each Annual Plan based on environmental and other changes that impact local communities, programs, and services.

Annual allocations, budgets and work plans are derived from the Three-Year Plan, and specifically, from the short-term plans to ensure alignment and support of the GlendaleLEARNS vision: "Through collaboration, shared resources, career pathways, seamless services and innovation programs, all adult learners will have access to education leading to meaningful and gainful employment or civic engagement."

Key accomplishments in Program Year 2023-2024 include the continued offering of in-person and distance learning opportunities. While the COVID-19 pandemic is now in the past, students continue to seek opportunities for distance learning. The convenience of distance learning reduces the need for childcare, reduces the cost of transportation and allows for more flexible schedules for working students. In-person instruction continues to increase each semester as increasing numbers of students are returning to normal daily life. Short-term vocational (STV) trainings such as medical assistants include hands-on practice that requires in-person attendance for labs. In addition, students have returned to improving their education for more competitive employment, contributing to the increase in enrollments. The influx of immigrant populations including asylees and refugees required GCC to hire 15 additional instructors and expand ESL course offerings to meet the demand. We expect to hire additional instructors and add more classes for the Fall 2024 semester to address the demand which currently has a 1200 student waiti list for ESL classes.

Critical to the success of career pathways, the partnership with VWDB and its Verdugo Jobs Center (VJC) is used to provide paid externships for students completing our STV programs to assist them in transitioning to new employment opportunities. Students who complete the Medical Assistant and Dental Assistant programs are systematically co-enrolled with the VJC for their

paid internships and externships. The VJC maintains engagement with employers who provide the internship and externship opportunities needed for their final state certifications. These employers also hire the students upon completion of their paid work experience. GlendaleLEARNS will continue to capitalize on its partnership with VWDB and VJC to expand earn and learn opportunities to students.

Regional Planning Overview

GlendaleLEARNS is organized with three Board members that are publicly appointed by their respective elected Boards or Council: GCC, VWDB and Glendale Unified School District (GUSD). GUSD is a non-funded member; however, remains integral as a voting member. The VWDB also contributes to decision making and under contract with GCC, coordinates GlendaleLEARNS partnerships including its 12 Memorandum of Understanding (MOU) partners, provides administrative support including planning and reporting; and facilitates activities, student co-enrollments with partners, and other special programs. GCC is the administrative entity for the Consortium.

GlendaleLEARNS members and partners created activities and performance outcomes for each objective in its Three-Year Plan. Performance measures provide a mechanism for tracking and monitoring progress towards implementation of the Plan. The Annual Plan incorporates the short-term goals and strategies aligned to the Three Year-Plan to ensure that the Annual Plan directly accomplishes the implementation of the longer-term plan. The Annual Plan goals are reviewed quarterly during the monthly GlendaleLEARNS meetings to track progress and accomplishments and as part of the preparation for the next Annual Plan.

An overview of the Annual Plan is completed each year along with an annual environmental scan which allows GlendaleLEARNS to update goals and objectives through its annual planning process and ensure that changing needs and priorities are addressed. At a minimum, the VWDB provides quarterly reports on local labor market and economic landscape to keep GlendaleLEARNS informed of these environmental factors. Activities and Outcomes were developed to delineate performance measures that will be used to track progress and achievement of objectives. Using the Three-Year Plan as the basis for the Annual Plan and aligning of activities and outcomes to the goals in the comprehensive plan, ensures that achievement in the Annual Plans directly implement the Three-Year Plan.

The Annual Plan and Three-Year Plan are both aligned to the VWDB's Local Plan. As a VWDB staff member, the GlendaleLEARNS Coordinator writes both plans and coordinates all partners to contribute to the plans. This integrated approach ensures that the plans support the programs and ensure that efforts are coordinated to achieve the performance goals for each plan. Whenever possible, activities completed in one planning process is incorporated into the other planning process. For example, the comprehensive economic landscape analysis conducted for the VWDB may also be used or updated and used in the Annual or Three-Year planning process for GlendaleLEARNS.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

GlendaleLEARNS needs to continue offering and developing comprehensive career pathway programs for priority populations that integrate paid work-based learning. Priority populations include English Language Learners (ELL), Adults with Disabilities (AWD), low-income including public assistance recipients and low education levels. Comprehensive career pathways incorporate ABE/ASE/ESL customized to the career pathway to prepare students for entering the short-term vocational training that is also incorporated into the "comprehensive" career pathway. In addition to the integration of education and technical training, the comprehensive career pathway incorporates paid work-based learning. The hands-on learning is necessary for students to develop the experience necessary to successfully transition to their job. Because of the priority population that is targeted for GlendaleLEARNS, paid work-based learning is necessary to these students who cannot otherwise afford the investment of time for training.

How do you know? What resources did you use to identify these gaps?

The environmental scans used in planning include multiple data sets to understand the local community, labor market and economic environment. Data sets include demographics and economic such as population, median income, educational attainment, poverty levels, and language usage. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. The environmental scan results are used by the partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. LaunchBoard data showing the demographics of students and outcomes, are also used to understand the student population. Based on these results, the partners identified priority populations to outreach and serve based on the following barriers: low income, low education levels, English Language Learners (ELL), and Adults with Disabilities (AWD).

Data and analysis for the environmental scan used in strategic planning, is conducted by the VWDB. According to U.S. Census, Glendale is home to 187,050 residents, representing a reduction of 9,484 residents from 2020 and 13,970 since 2015. Remote work as a result of the pandemic, allowed residents to move to more affordable areas of the state or out of state, reducing the overall population of the region. The median household income is \$73,014; however, Glendale holds a 13.4% poverty rate.

In addition to the poverty rates, educational attainment and other demographics provide insights to the Glendale community. The U.S. Census records educational attainment show that 12% of residents age 25 years and over do not have a high school diploma, representing 17,930 residents and 8.1% representing 11,460 residents have below 9th grade education. These demographics also provide insight into the potential need for ABE and ASE to assist with addressing the literacy gap and absence of diploma or equivalent.

Individuals with disabilities comprise 13.7% of the Glendale community, representing 25,678 of the working age residents (18-34 years of age) and 2,149 or 2% of these residents have cognitive disabilities. Cognitive disabilities include individuals with intellectual disabilities and developmental disabilities, both which are targets for the design and development of career pathways for the most vulnerable populations.

The Glendale labor force records 102,800 residents with an unemployment rate of 5.7%, as of June 2024, according to the State of California Employment Development Department (EDD). The labor force is determined by the number of residents who earned any income during the reporting period. Labor force trends show that the labor force has declined 2.7% from 105,600 recorded in December 2019 to the 102,800 in June 2024, as a result of the pandemic. While Glendale has recovered some of its labor force, it remains below pre-pandemic levels.

The national unemployment rate had recovered from its pre-pandemic rate of 3.6, recording a 3.5% at its lowest in June 2023. Recently, the national unemployment rate has increased to 4.1% in June 2024 and again increased to 4.3% in July 2024. Similar to Glendale, the national labor force has not recovered and almost 5 million workers have not returned. The reduced labor force typically reduces the unemployment rate; however, the increasing unemployment rates at the national and local level indicates a softening labor market and weakening economy. The U.S. Bureau of Labor Statistics also shows the significant increase in inflation with a 3.1% Consumer Price Index (CPI) recorded in June 2024. While the CPI has declined over the past few months, the declines have been predominantly in energy; therefore, residents are still feeling the effects of inflation as they purchase their groceries and pay for their housing and other necessary living expenses. The VWDB continues to monitor all labor market information including any indicators of business downturn that may result in layoffs.

These demographics demonstrate the need for comprehensive career pathways that integrate basic education and ESL, contextualized to the technical training. A comprehensive career pathway includes paid work-based learning opportunities that assist in transitioning students to the work environment.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number of ELL and Adults with Disabilities (AWD) enrolled; number of priority populations that complete their programs; and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Progress will also be tracked through weekly reports generated for students enrolled in career pathways in both, CAEP and WIOA. GlendaleLEARNS Coordinator receives CalJOBS reports.

Regional Need #2

Gaps in Service / Regional Needs

Regional Need #2 – GlendaleLEARNS needs to implement educational programs including Adult Basic Education (ABE), Secondary Education (ASE), and ESL that prepare students for entering career pathways and employment whether they are integrated into comprehensive career pathways or offered separately. Efforts should include expanding access to ABE/ASE/ESL and integrate contextual curricula whenever possible.

This strategy has proven success with the Medical Assistant program which integrated contextual ESL. The Vocational ESL (VESL) quickly prepared students to complete work in English and successfully transition to the work environment with their newly developed vocational skills. The success of this strategy has led to new programs that will be offered in the fall for English in the Workplace, including the understanding of idioms and colloquial language in the workplace.

Strategies to expand access to educational programs are needed to bridge these skills gaps critical to achieve student success. GlendaleLEARNS has learned through its previous career programs that technical skills are not sufficient to ensure job placement, retention and career growth. On the job training for new hires and for promotional opportunities is facilitated when students have basic educational skills. Contextualized ABE/ASE/ESL and integrating into career pathways provide greater access and show greater success for students with job placement as their goal.

How do you know? What resources did you use to identify these gaps?

Although the Race/Ethnicity data for the Verdugo cities shows that 61.5% of residents identify themselves as White/Caucasian (non-Hispanic or Latino), this percentage includes the large immigrant, asylee, and refugee population from middle eastern countries that reside in the community and identify with White/Caucasian as opposed to Asian, where their countries are located. The community also includes 13.7% of residents who identify as Asian and 18.9% of residents who identify as Hispanic/Latino and 1.8% of residents identify as Black/African American.

In determining the number of ELL that reside in the Verdugo tri-city community, the VWDB begins with examining the number of residents that speak a language other than English at home. Almost 67% of Verdugo residents (above the age of five years) speak a language other than English at home, demonstrating the diversity of the region. In comparison, 54.8% of residents speak a language other than English in Los Angeles County and 44% in all of California. In addition, 32.08% of residents (62,059 residents) report speaking English less than very well, making this group a target for ESL services. Related data for these needs also include the educational attainment data explored for Regional Need 1.

This year, the VWDB also provided data on youth, ages 16-24, representing rising high school seniors and young adults, all potential or current adult education students. A total of 22,044 residents are ages 16-24 years old and of these, 213 or 2.7% are idle youth ages 16-19 years old. Idle youth are also known as opportunity youth or out-of-school youth in that they are not in school and not employed. Idle youth are a prime target for GlendaleLEARNS partners to assist them in returning to school or transitioning to employment. The unemployment rate for youth ages 16-24 is 22.5% while overall adult unemployment in Glendale is less than 6%, showing the need for training and assistance in transitioning to the workforce. Many of these students did not do well in high school and some are drop-outs which reduces their motivation for higher education. GlendaleLEARNS partners, led by the VWDB and their youth provider Glendale Youth Alliance, focus on outreach to this population for ABE/ASE, comprehensive career pathways and job placement assistance including paid work-based learning.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: Number enrolled in educational programs, number that complete their programs, and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway, which allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment. GlendaleLEARNS can also monitor co-enrollments with the VWDB for the young adult age group to determine outcomes including job placement information.

Regional Need #3

Gaps in Service / Regional Needs

GlendaleLEARNS needs to create access to supportive services to reduce or fully address barriers that students face.

GlendaleLEARNS targets the most vulnerable populations for its programs which primarily involves students with multi-barriers to educational success and employment. While support services such as career guidance and counseling have always been a need, the pandemic resulted in a demand for untraditional supportive services including technology such as laptops and tablets

to access distance learning, hotspots for internet services, and assistance with living expenses such as housing and utilities. Coenrollment with WIOA and other funding sources is needed for students to access support for student expenses including fees associated with testing for credentials, uniforms, supplies such as stethoscopes, transportation, and childcare.

How do you know? What resources did you use to identify these gaps?

GlendaleLEARNS partners identified the increased needs for supportive services through their daily interactions with students and participants. This information was further substantiated with the number of emergency WIOA grants received during the pandemic by VWDB to provide supportive services that met the increased needs. Partners also identified the need for more intensive counseling services as well as mental health services. The need for these expanded supportive services continues and are expected to continue in the new program year due to the effects of the pandemic as well as the current inflation and economic challenges. While the CPI has declined over the past few months according to the Bureau of Labor Statistics, our students are still feeling the impact of a 3% inflation rate. The declines have primarily occurred in energy which has alleviated transportation expenses; however, the price of gasoline remains high, as well as the prices for food and housing which have not declined at the same rate as energy and continue to affect students.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: number of students receiving supportive services, including those co-enrolled with WIOA. Measures will be monitored through quarterly participant reports submitted to the state.

Regional Need #4

Gaps in Service / Regional Needs

GlendaleLEARS needs to maintain hybrid opportunities that offer distance learning opportunities and continued digital literacy offerings.

During the pandemic, GlendaleLEARNS was able to resume classes online following a one-week shutdown. The pandemic is over and almost all classes have resumed in-person or in a hybrid model where some lectures are offered via distance learning. In order to meet the demand for ESL classes, we offer multiple opportunities for distance learning, although persistence is more sustainable when students attend in-person classes. Students continue to request and need hybrid options where they can limit the need for coming to campus. Homelives have changed as a result of the pandemic which kept students home and introduced them to the benefits of distance learning including the comforts of home. Increasing cost of transportation and limited daycare availability further support student decisions for distance learning unless it is absolutely necessary. Distance learning is also ideal for the working student who is working towards a better job by increasing their education and skill levels.

How do you know? What resources did you use to identify these gaps?

While students have returned to the classroom, many students still request and enroll in distance learning. Enrollment in all ESL courses are filled to capacity. Further, staff and faculty who interact with students participated in GlendaleLEARNS planning sessions which also included partners. Needs identified included "hybrid opportunities for education and training: in-person and distance learning."

How will you measure effectiveness / progress towards meeting this need?

GlendaleLEARNS monitors its enrollment numbers, in particular, for its priority populations, to determine the need for distance learning. Distance learning courses such as ESL are fully enrolled both in-person and virtual due to the high demand.

Regional Need #5

Gaps in Service / Regional Needs

GlendaleLEARNS needs to continue to capitalize on opportunities to leverage resources with its partners.

Since the pandemic, GlendaleLEARNS relies on its partners to assist in addressing the needs of its students. While the need for supportive services drives co-enrollment with WIOA for services, other partnerships are also needed for professional development as well as counseling/therapy services for students from partners including Department of Rehabilitation. Co-enrollment allows GlendaleLEARNS to leverage resources while meeting the needs of students. Partners are scheduled throughout the year for professional development during our monthly meetings. For example, in September 2024, International Rescue Committee (IRC) is scheduled to provide a training on the various immigration status currently seen in the Glendale area, including the process for asylees and refugees. While asylees and refugees have a legal status in the USA, they do not always have

the right to work documents required to attain employment. IRC will walk GlendaleLEARNS through the process, the different status and identifications assigned and how they can be a resource for any legal issues regarding right to work.

How do you know? What resources did you use to identify these gaps?

GlendaleLEARNS partners identify the needs for supportive services through their interactions, assessments, and interviews with students and participants. Staff and faculty, including partner staff, participate in the planning process and review the barriers and challenges identified by students. They also contribute to updating the list of needs identified through the planning process. Referrals for supportive services are made to VJC which co-enrolls students to provide services. Partners are scheduled throughout the year for professional development as well as other external trainers that are brought in to provide training that GlendaleLEARNS partners, including staff and faculty identify as needed. GlendaleLEARNS Coordinator maintains the partner presentation schedule and coordinates external trainers and trainings. Instructors work with the VJC to connect students for paid work-based learning opportunities including internships and externships. These students are co-enrolled for services through placement.

How will you measure effectiveness / progress towards meeting this need?

The VJC tracks the enrollments and co-enrollments into supportive services as well as expenditures to also provide specific data on the percentage of students requiring supportive services as well as the types that are needed. GlendaleLEARNS Coordinator tracks all professional development and attendance and compiles all results in reports submitted to the GlendaleLEARNS Director. Co-enrollments are tracked through job placement and retention through the VJC Case Managers. Further, because WIOA gathers participant social security numbers, and these data are included in the TOPSpro enrollments with signed FERPA, we are able to track job placement for these students through wage base data provided by the Employment Development Department to the VJC and to CAEP. This benefit demonstrates the importance of this critical partnership and sharing of information.

Address Educational Needs

2024-25 Strategies

Strategy Name

Implement educational programs that prepare students for entering career pathways and employment.

Activity that Applies to this Strategy

Educational Programs to Bridge Gaps

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 ESL)
- Student Barriers: English Language Learner (AE 305 Overall)

Strategy Description

With the number of residents that are aged 25 years and over that do not have a high school diploma and the number who speak English less than very well, educational services, including ABE/ASE/ESL were identified as a priority by GlendaleLEARNS partners. Moreover, the influx of immigrants, asylees and refugees have increased the demand for all educational services including STV programs. All ESL classes are filled to capacity even though we added 15 new instructors and courses, we still had a waiting list of 1,200 students, some of which we either accommodated or referred to other local ESL partner providers. Enrollment days begin with lines around the block to the Garfield adult education campus and requires all staff and faculty to be available and assist these students.

Bridging literacy, math and language skill gaps are needed in order to enter career pathways, successfully complete technical training, and secure employment. While integrating ABE/ASE/ESL in career pathways is a GlendaleLEARNS preferred strategy, some students will require more intensive educational services that will need to begin before they enter career pathways. They

may also continue ABE/ASE/ESL during technical training. The new VESL programs demonstrate the continued efforts to prepare students for the workplace with Workplace ESL and Idioms and Slang in the Workplace, both which are expected to launch in the Fall 2024 semester.

The impact of the pandemic which drove education to distance listening in K-12 has negatively impacted students, further requiring the need for credit recovery and ABE/ASE. While many seniors' eligibility for graduation was based on force majeure, the educational gaps remain with these graduates. The effects of the pandemic remain even though the pandemic itself appears to be behind us. Based on staff and faculty feedback, the pandemic did not just impact educational skill attainment but also impacted the mental health of students as faculty identify more incidences of stress, anxiety and depression. GlendaleLEARNS has offered professional development opportunities on stress management, trauma informed services, and motivational interviewing is scheduled for the new program year.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Comprehensive Career Pathways for Priority Populations

Activity that Applies to this Strategy

Career Pathways for Priority Populations

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 Overall)

Strategy Description

GlendaleLEARNS will continue its successful model of comprehensive career pathways that incorporate ABE/ASE/ESL and work-based learning with its short-term vocational training programs. This strategy combines all the critical elements needed to create a qualified, skilled workforce for local employers. This model was introduced with our healthcare STV programs where ESL was integrated into the Medical Assistant program and those completing the program were linked to the VJC for the required 216 hours of paid externships to qualify for their state certifications. GlendaleLEARNS will continue expanding its approach to new programs and other STVs that are in place to facilitate the successful transition of students to the workplace. Students will also be linked to supportive services to assist in addressing barriers to employment including fees for taking the state exam needed for certification. In 2024-2025, the VJC will expand healthcare internships and externships to include the Certified Nursing Assistant students. The program is scheduled to launch in the Fall semester. Further, VJC has returned to offer employment services on campus for students looking for a job while they complete courses or upon completion.

Strategy Name

Maintain hybrid opportunities that offer distance learning opportunities

Activity that Applies to this Strategy

Career Pathways for Priority Populations

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 Overall)
- Student Barriers: English Language Learner (AE 305 Overall)

Strategy Description

GlendaleLEARNS will continue to promote in-person learning opportunities for students. Feedback from instructors, in particular ESL instructors, advise that in-person learning is more effective than distance learning and many STV programs include lab or other practicum elements that require in-person participation. However, to ensure that adult education is accessible to all students who need the service, hybrid and distance learning options will remain available. Hybrid models allow for both, in-person learning with lectures available through distance learning. Students are able to capitalize on the multiple modalities to increase their learning experience while maintaining the convenience needed to reduce costs and increase flexibility for working students. GlendaleLEARNS will continue to monitor the demand for distance learning and adjust according to student needs and demands. GlendaleLEARNS partnership with the Glendale Library Arts and Culture will continue to provide access to technology for students as needed to allow for distance learning participation. While some technology is also available at the Garfield campus, the funding is limited for the costs of maintaining and tracking the technology.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

GlendaleLEARNS will create access to supportive services to reduce or address barriers

Activity that Applies to this Strategy

Career Pathways for Priority Populations

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 Overall)
- Student Barriers: English Language Learner (AE 305 Overall)

Strategy Description

GlendaleLEARNS partners offer a variety of supportive services that enhance and expand those offered at the Garfield campus. The need for supportive services was most prominent during the pandemic and the partners used the offerings as a motivator for students to continue their courses. Supportive services have since become essential to student success. Co-enrollments with partner programs will continue in 2024-2025 to facilitate access to supportive services although some partners do not require enrollment to provide services. The need and types of supportive services will also continue to be a topic of discussion at GlendaleLEARNS monthly meetings as well as the professional development that increases the ability to advocate for resources on behalf of students.

Strategy Name

Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners

Activity that Applies to this Strategy

Leverage Resources

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 Overall)
- Student Barriers: English Language Learner (AE 305 Overall)

Strategy Description

GlendaleLEARNS has relied on co-enrollments with partners to provide expanded services to students as well as to increase effectiveness of all GlendaleLEARNS programs and services. Using the VWDB/VJC for externships is one example that has become a role model practice for integrating education and workforce services. Paid work-based learning, supportive services, workforce preparation and job placement are all services that are provided by partners through co-enrollment of students. Leveraging resources to improve effectiveness will also continue to occur with the GlendaleLEARNS strategy for professional development. Each partner is scheduled each month to present services and update partners on any changes as well as to provide other professional development opportunities in their areas of expertise. These presentations occur during the monthly Consortium meetings to ensure maximum participation from members and partners. Trainings are also scheduled during this time to cover needed topics. Partners also share information regarding any training they are hosting allowing other partners to access the training at no cost. These professional development opportunities will continue in 2024-2025, and will include any additional trainings identified as needed by the members and partners.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The Annual Plan is derived from the Three-Year Plan for GlendaleLEARNS and approved by the Board of Directors. Allocations are in alignment with the goals and strategies outlined in the plan and are also delineated accordingly in the CFAD and Member Plans which are also reviewed and approved by the Board of Directors in public meetings. This ensures that all expenditures are in compliance with CAEP and directly benefit or support student learning and goal achievement. Staff salaries are focused on instructors delivering instruction and/or coordination and support of program development, partner coordination, and delivery of services to students. Similarly, other expenses include the tracking and reporting of CAEP services, other services to students including job development and job placement assistance, and materials and supplies for program operation and delivery of instruction.

Glendale Community College (GCC) was selected by the partners and members as the administrative entity for CAEP funds. It was approved by the members who serve as the Board of Directors for GlendaleLEARNS. GCC receives the funds on an annual basis and contracts with the VWDB to provide administrative support. Remaining funds are used to provide adult education classes, provide staff and faculty to support the programs, and other operational expenses. This fiscal management process has proven effective over the years and will continue in 2024-2025.

The VWDB provides administrative support and these services are delineated in a Scope of Work which is an Exhibit in the contract executed on an annual basis. All services delineated are in alignment with the Three-Year Plan and allowable under CAEP. Program support services provided by the VJC are funded through WIOA I and the partnership is formalized through an annual CAEP MOU as well as the WIOA I MOU with mandated partners.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25. GlendaleLEARNS' members make every effort to fully expend funds in the program year they are received. Over the past program years, GlendaleLEARNS has fully expended its funds in the year received. Carryover has never been an issue to address strategically. The CAEP apportionment is slightly more than \$1 million, and the student needs are much greater than the apportionment amount. Therefore, GlendaleLEARNS does not have an issue that requires carry-over of funds.

Certification

No approver contacts.



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