



## California Adult Education Program Implementation Meeting

September 21, 2023 ♦ 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	10 min
II.	Public Comment	A. Community Comments	Community	5 min
III.	Minutes	A. Review & Approval of Minutes for May 18, 2023, June 15, 2023, July 20, 2023	Board	10 min
IV.	Partner Presentation	A. The Campbell Center	Abigail Espericueta	40 min
V.	Strategic Planning	A. CAEP Annual Plan	MaryAnn	30 min
VI.	Partners	A. Partner Updates	Partners	30 min
VII.	Next Meeting	A. Next meeting date: October 19, 2023		
IX.	Adjourn	A. Adjournment		

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*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**

May 18, 2023 ♦ 1:00pm-3:00pm

**Attendees:** Ani Khachikyan, Alees Gharibian, Laura Isaacs-Galvan, Abigail Espericueta, Hilda Ghazarian, Naomi Sato

**Board Members:** Judith Velasco, Alfred Ramirez

**Coordinator:** MaryAnn Pranke

**Meeting Notes**

<b>Agenda Item</b>		<b>Outcome</b>
<b>I.</b>	<b>Minutes</b>	<b>A. Review &amp; Approval of Minutes for April 20, 2023.</b> 1. Minutes for April 20, 2023 were unanimously approved.
<b>II.</b>	<b>Director's Report</b>	<b>A. Director Update &amp; Report</b> 1. Alfred reported that Hilda has joined the GCC ESL instructor team and welcomed her to GCC.  2. Alfred also shared that they hired several new staff including three in non-credit, but are still looking for instructors for medical assistant, math instructor and program coordinator. He asked that if anyone knew of a nursing professional who would be interested in an instructor position, to please let him know.  3. He also reported that the Certified Nursing Assistant program (CNA) is still in the state approval process but plan on starting the program in the fall. They are looking at other community colleges and how they got their program up and running for new learning.  4. Alfred also noted that Garfield Campus is working hard to transition students to the credit campus (Verdugo).
<b>III.</b>	<b>Strategic Planning</b>	<b>A. Annual Planning</b> 1. MaryAnn presented updates and facilitated discussion on Goals and Objectives for the CAEP Annual Plan.  2. Partners discussed the barriers identified for the Three-Year Plan and added the following:  a. Lack of Support: Parents and/or other family members do not fulfill their commitment for

Agenda Item	Outcome
	<p>transportation or childcare making it difficult for students to begin or continue training. Some families are not supportive of the studying that is needed to be successful.</p> <ul style="list-style-type: none"> <li>b. Lack Self-Advocacy Skills: Some students do not know how to negotiate with organizations for services or advocate for their needs so they are never known.</li> <li>c. Lack of SSN for refugees and asylees and some don't have work permits. If they have refugee or asylee status, they are legally in the country; however, they have to continue waiting for their documents before being able to work.</li> <li>d. Partners also noted that students, consumers, and participants remain concerned over contracting coronavirus.</li> </ul> <p>3. Partners discussed "needs" to be addressed:</p> <ul style="list-style-type: none"> <li>a. Many are asking for jobs that allow remote work.</li> </ul> <p>4. The partners discussed goals to focus on over the next program year:</p> <ul style="list-style-type: none"> <li>a. Keep the previous goal of: Capitalize on opportunities to leverage resources with GlendaleLEARNNS partners.</li> <li>b. Business Engagement to assist in finding and driving appropriate career technical education</li> <li>c. Keep goal addressing supportive services.</li> <li>d. Professional Development: MaryAnn noted that she will continue to schedule partner presentations and speakers during our meetings to continue professional development efforts. She noted that Melina Sardar was coming back for the June meeting to speak about Emotional Intelligence in the Workplace.</li> </ul>

Agenda Item		Outcome
IV.	Partner Updates	<p><b>A. The Campbell Center</b></p> <ol style="list-style-type: none"> <li>1. Abigail reported that they are still hiring a Community Integration Coordinator and encouraged the partners for any referrals.</li> <li>2. She also reported that they are placing people into jobs and also have a need to add job coaches.</li> </ol> <p><b>B. Verdugo Jobs Center (VJC)</b></p> <ol style="list-style-type: none"> <li>1. Ani announced that VJC is getting close to the end of the fiscal year and will begin closeout; however, new funds are beginning July 1<sup>st</sup> to assist new people.</li> <li>2. Ani also noted that she currently has three participants enrolled in Work Experience from the medical assistant class.</li> </ol> <p><b>C. JVS SoCal</b></p> <ol style="list-style-type: none"> <li>1. Alees reported that she is still receiving referrals of refugees and asylees and she is setting them to receive workforce development services including supportive services.</li> </ol> <p><b>D. Glendale Youth Alliance (GYA)</b></p> <ol style="list-style-type: none"> <li>1. Laura announced that the Golf Tournament fundraiser was held and very successful.</li> <li>2. Laura also noted that GYA has served a significant number of homeless youth this year.</li> <li>3. She also walked through the flyers in the packet and noted the summer program.</li> </ol>
V.	Next Meeting	<b>Next meeting date:</b> June 15 2023; 1:00pm-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**

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



## **Adult Education Implementation Virtual Meeting: WebEx**

July 20, 2023 ♦ 1:00pm-3:00pm

**Attendees:** Ani Khachikyan, Laura Isaacs-Galvan, Abigail Espericueta, Hilda Ghazarian, Julie Romo, Larry Watts, Lina Jazrawi, Melina Sardar

**Board Members:** Alfred Ramirez

**Coordinator:** MaryAnn Pranke

### **Meeting Notes**

<b>Agenda Item</b>		<b>Outcome</b>
<b>I.</b>	<b>Minutes</b>	<b>A. Review &amp; Approval of Minutes for April 20, 2023.</b> 1. Approval for minutes for May 18, 2023, June 15, 2023 was postponed until next month's meeting.
<b>II.</b>	<b>Professional Development</b>	<b>A. Stress Management: Manage Your Stress Before It Manages You!</b>  1. Melina Sardar presented a two-hour workshop on Stress Management for GlendaleLEARNs partners, staff and faculty.
<b>III.</b>	<b>Next Meeting</b>	<b>Next meeting date:</b> August 17, 2023; 1:00pm-3:00pm

## 19 Glendale Community College District Regional Consortium

2023-24

# Annual Plan Template

## Plans & Goals

### Guidance

The annual plan and the outlined strategies/activities will be based on the consortium's 2022-25 three-year plan. The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.

### Executive Summary \*

Please provide an Executive Summary of your consortium's implementation plan for the **2023-24** Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. **This executive summary will be used in the consortium snapshot for the California Legislature.**

The Glendale Local Area Education Network Services (GlendaleLEARNS), represents the Glendale Community College (GCC) District Regional Consortium, and 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 2022-2023 include the continued offering of in-person and distance learning opportunities. While the COVID-19 pandemic has ended, and rates of infection are low, concerns regarding transmission remain, making hybrid opportunities essential for student enrollments. However, in-person instruction continues to increase each semester as increasing numbers of students are returning to normal daily life. In addition, students have returned to improving their education, 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.

Critical to the success of career pathways, the partnership with VWDB and its Verdugo Jobs Center (VJC) is used to provide paid externships for graduates of career technical education (CTE) programs to assist them in transitioning to new employment opportunities. Students who complete the Medical Assistant and Dental Assistant programs are systematically referred to 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. In 2023-2024, 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 of the upcoming 2023-2024 program year. Further, VJC has returned to offer employment services on campus for students looking for a job while they complete courses or upon completion. GlendaleLEARNS will continue to capitalize on its partnership with VWDB and VJC to expand earn and learn opportunities to students.

Characters : 4726/5000

### Regional Planning Overview \*

Provide an overview of how the consortium will implement the three-year plan.

GlendaleLEARNS is organized with three Board members that are publicly appointed by their respective elected Boards or Council: GCC, Verdugo Workforce Development Board (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 11 MOU partners, provides administrative support including planning and reporting, 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 are also delineated for its Three-Year Plan, providing a mechanism for tracking and monitoring progress towards implementation of the Plan. The Annual Plan incorporates the short-term goals and strategies delineated in 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.

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.

Characters : 2029/5000

## Meeting Regional Needs

In this section, the consortium will identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered.

Identify and describe the following:

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

### Regional Need #1

#### Description of Gaps in Service or 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.

Characters : 330/5000

#### Description of How the Gaps Were Identified \*

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. Further, data to understand the impact of the COVID-19 pandemic on the local community were reviewed during the recent Three-Year Planning process to identify additional needs of the community. 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 189,221 residents, representing a reduction of 7,313 residents from 2020 and 11,799 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 \$74,831; however, Glendale holds a 13.9% 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 10% of residents age 25 years and over do not have a high school diploma, representing 13,491 residents. Further, 7,716 of these residents have less than a 9th grade education. The young adult population shows 8% of residents 18-24 years do not have a diploma representing 1,079 residents. 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 5% of the Glendale community, representing 5,671 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 102,000 residents with an unemployment rate of 5.1%, as of June 2023, 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 3.4% from 105,600 recorded in December 2019 to the 102,00 in June 2023, 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 has recovered from its pre-pandemic rate of 3.6, recording a 3.5% in June 2023. However, similar to Glendale, the labor force has not recovered and almost 5 million workers have not returned. The reduced labor force also contributes to the 3.5% unemployment rate, which would be higher if the workers returned to the labor force without employment. The U.S. Bureau of Labor Statistics also shows the significant increase in inflation with a 3% Consumer Price Index (CPI) recorded in June 2023. 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. 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.

Characters : 4362/5000

#### Description of How Effectiveness Will Be Measured \*

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number of ELL and 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. GlendaleLEARNNS Coordinator receives CalJOBS reports.

Characters : 533/5000

### Regional Need #2

#### Description of Gaps in Service or Regional Needs \*

Implement educational programs including Adult Basic Education (ABE), Secondary Education (ASE), and ESL that prepare students for entering career pathways and employment. Efforts should include expanding access to ABE/ASE/ESL and integrate contextual curricula whenever possible.

Strategies to expand access to educational programs are needed to bridge these skills gaps critical to achieve student success. GlendaleLEARNNS 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.

Characters : 853/5000

#### Description of How the Gaps Were Identified \*

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

Although the Race/Ethnicity data for the Verdugo cities shows that 71.4% of residents identify themselves as White/Caucasian, this percentage includes the large immigrant, asylee, and refugee population from middle eastern countries that reside in the community. The White Non-Hispanic population drops to 61.8%. The community also includes 14% of residents who identify as Asian and 19% of residents who identify as Hispanic/Latino. 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 66% of Verdugo residents (above the age of five years) speak a language other than English at home, demonstrating the diversity of the region. In addition, 28% of residents (51,956 residents) report speaking English less than very well, making this group a target for ESL services. Related data for this needs also include the educational attainment data explored for Regional Need 1.

Characters : 1010/5000

#### Description of How Effectiveness Will Be Measured \*

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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.

Characters : 490/5000

### Regional Need #3

#### Description of Gaps in Service or Regional Needs \*

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

While supportive services such as career guidance and counseling has 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.

Characters : 453/5000

#### Description of How the Gaps Were Identified \*

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

GlendaleLEARNNS 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 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 prolonged pandemic as well as the current inflation and economic challenges. While the CPI has declined over the past few months, our students are still feeling the impact of a 3% inflation rate. The declines have primarily occurred in energy which has alleviated living expenses; however, food and housing have not declined at the same rate as energy and continue to affect students.

Characters : 920/5000

#### Description of How Effectiveness Will Be Measured \*

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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.

Characters : 226/5000

### Regional Need #4



#### Description of Gaps in Service or Regional Needs \*

##### Hybrid Opportunities that Offer Distance Learning Opportunities and Continued Digital Literacy Offerings

While the pandemic is primarily over, students continue to 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.

Characters : 557/5000

#### Description of How the Gaps Were Identified \*

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 is 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.”

Characters : 403/5000

#### Description of How Effectiveness Will Be Measured \*

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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 now fully enrolled because they are offered virtually. On-campus courses continue to be more challenging to fill.

Characters : 293/5000

## Address Educational Needs

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

### 2023-24 Strategies

#### Strategy Name \*

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

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Career Pathways for Priority Populations

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

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

#### Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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 were identified as a priority. Moreover, the influx of immigrants, asylees and refugees have increased the demand for educational services. All ESL classes are filled to capacity even though we added 15 new instructors and courses. We still had a waiting list of 200 students that we either accommodated or referred to other local ESL partner providers.

Bridging literacy, math and language skill gaps are needed in order to enter career pathways, and 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 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. This potential barrier was identified during the planning stages and the need for bridge programs was identified as a solution to address potential gaps.

Characters : 1414/5000

## Improve Integration of Services & Transitions

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

### 2023-24 Strategies

#### Strategy Name \*

Develop comprehensive career pathways for priority populations.

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Career Pathways for Priority Populations

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

- 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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

GlendaleLEARNs continues to use a comprehensive career pathway strategy which integrates ABE/ASE/ESL in the technical training curricula, making it easier for students to receive educational skills. In addition, paid work-based learning is integrated to allow students to immediately begin earning income while they learn. Through its partnership with VJC, internship and externships are established that allow students to work and earn income while they train and/or immediately upon completion of training. Co-enrollments with WIOA also provide access to additional support services that include assistance with housing, transportation, and other living expenses to ensure the students are able to complete their training. Without this support, students may be forced to drop their courses and get a job to cover their living expenses. Therefore, a comprehensive career pathway integrates ABE/ASE/ESL and work-based learning opportunities to facilitate successful completion as well as the students' transition to permanent full-time employment. Successful models exist including the Medical Assistant career pathway which prepares students for credentials in both, Administrative Medical Assistant and Clinical Medical Assistant. The curriculum integrates ESL and paid externships once they complete technical training. Students are required to complete 216 hours of internships/externships in order to qualify for the state exam and credential. Students are typically hired by their externship employer; however, if this is not the case, the VJC will continue to assist with job placement. This model is also used with the Dental Assistant students and will also be used with the Certified Nursing Assistant program which will begin in the Fall, 2023.

Characters : 1756/5000

## Improve Effectiveness of Services

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)

### 2023-24 Strategies

#### Strategy Name \*

Capitalize on Opportunities to Leverage Resources with GlendaleLEARNs Partners.

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Leverage Resources

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

- All: Number of Adults Served (AE 200 - Overall)

### Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

GlendaleLEARNNS has relied on co-enrollments with partners to provide expanded services to students as well as to increase effectiveness of the Consortium and all CAEP services. Using the VWDB/VJC for externships is one example; however, co-enrollments also occur with Department of Rehabilitation and Lanterman Regional Center for AWD. Paid work-based learning, supportive services, workforce preparation and job placement are all services that are provided by partners through co-enrollment of students. The need for co-enrollment increased during the peak of the COVID-19 pandemic when students lost their jobs and sources of income. The need for supportive services increased during this time to assist with housing and living expenses, medical expenses, transportation, technology such as Chromebooks and hotspots to access classes from home, and assistance with purchasing textbooks and supplies. To access these supportive services funded by WIOA I, students are required to be enrolled in adult education. Mental health and counselling services were also needed as students and their families struggle to recover from the post-pandemic trauma. The need for all supportive services continues and are expected to continue through 2023-2024. Leveraging resources to improve effectiveness has also occurred with the GlendaleLEARNNS strategy for professional development. Each partner is scheduled each month to present services and update partners on any changes. 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 opportunities will continue in 2023-2024, and will include any additional trainings identified as needed by the members and partners.

Characters : 1943/5000

## Fiscal Management

### Guidance

The financial management section will address the consortium's planned allocations and outline how they will be consistent with the annual plan. This section will also require the consortium to address how it will incorporate carry-over funds into the plan.

### Overview \*

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP three-year plan.

The Annual Plan is derived from the Three-Year Plan for GlendaleLEARNNS 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.

The VWDB provides administrative support and these services are delineated in a Scope of Work, 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.

**Approach to Incorporating Remaining Carry-over Funds \***

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

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.



California  
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**Glendale**LEARNS

Local Education And Resource Network Services

# CAEP ANNUAL PLAN 2023-2024



# Regional Need 1:

- Continue offering and developing comprehensive career pathway programs for priority populations that integrate work-based learning.

# Regional Need 2:

- Implement educational programs including Adult Basic Education, Secondary Education and ESL that prepare students for entering career pathways and employment. Efforts should include expanding access to ABE/ASE/ESL and integrate contextual curricula whenever possible.

# Regional Need 3:

- Create access to supportive services to reduce or fully address barriers that students face.

# Regional Need 2:

- Offer hybrid opportunities that offer Distance Learning and continued digital literacy offerings.





# Three-Year Plan Objectives

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



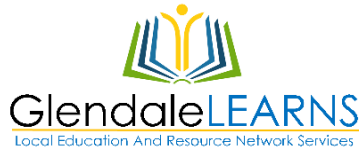
**Glendale**LEARNS

Local Education And Resource Network Services

# CAEP ANNUAL PLAN 2023-2024

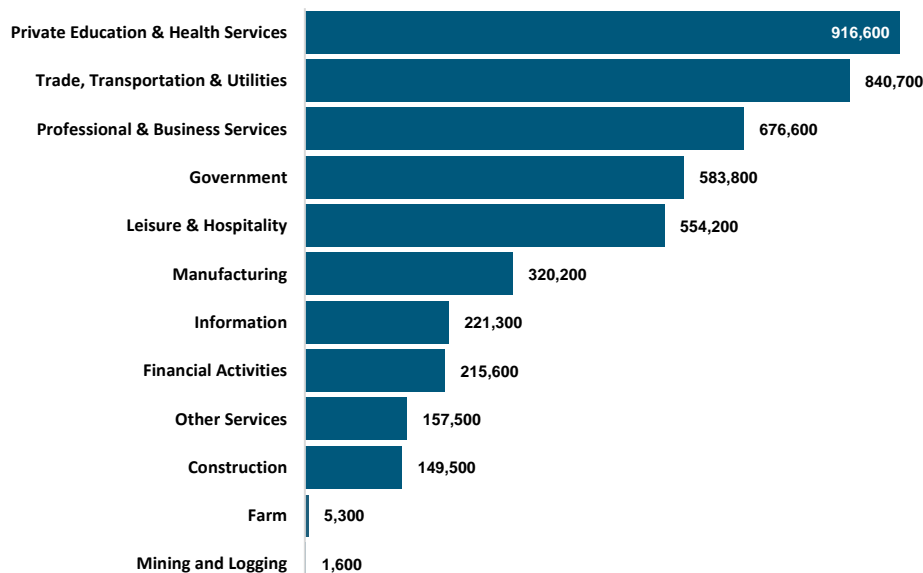
# Meeting Schedule

## Program Year 2023 - 2024

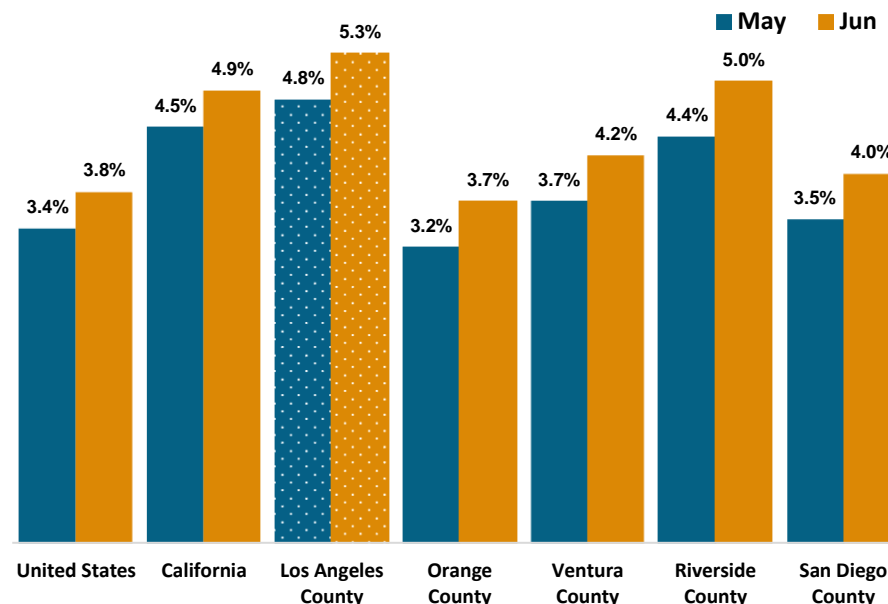


Month	Date	Partner Presentation
July	July 20, 2023	Professional Development: <i>Stress Management: Manage your stress before it manages you!</i> Melina Sardar
August	August 17, 2023	Cancelled Meeting
September	September 21, 2023	The Campbell Center
October	October 19, 2023	JVS SoCal
November	November 16, 2023	Professional Development: TRAUMA! The Most Powerful Hidden Barrier to Employment - Larry Robbin
December	December 21, 2023	No Meeting
January	January 18, 2024	Armenian Relief Society
February	February 15, 2024	Frank D. Lanterman Regional Center
March	March 21, 2024	
April	April 18, 2024	
May	May 16, 2024	
June	June 20, 2022	

## June Industry Sectors Ranked by Employment Size<sup>1</sup>



## Unemployment Rate (%)<sup>2</sup>



## Online Job Postings – June 2023 Help Wanted OnLine<sup>3</sup>

### Top 10 Employers

University of California, Los Angeles – 2,442  
Northrop Grumman – 1,855  
Kaiser Permanente – 1,469  
Providence – 1,280  
Cedars-Sinai – 1,274  
University of Southern California – 1,206  
SpaceX – 1,086  
The Boeing Company – 986  
UCLA Health Systems – 749  
Walmart – 645

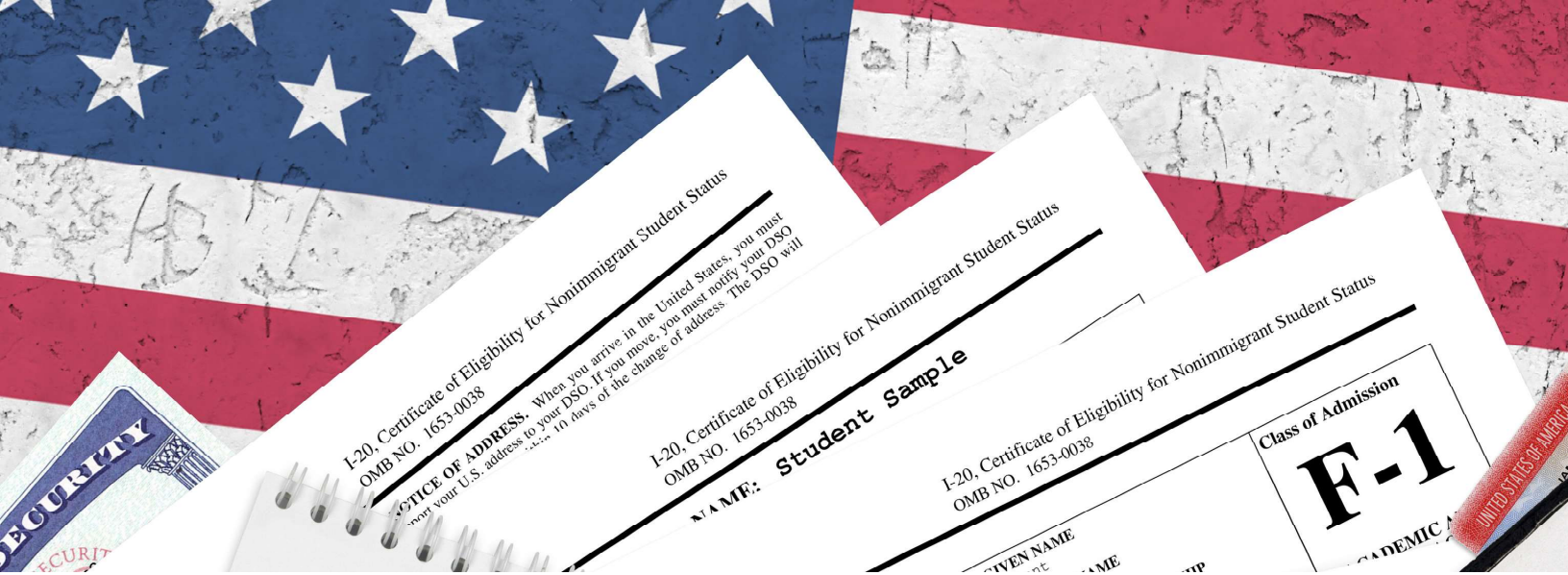
### Top 10 Occupations

Registered Nurses – 7,466  
Retail Salespersons – 5,268  
First-Line Supervisors of Retail Sales Workers – 4,094  
Sales Reps., Wholesale & Mfg., excl. Tech & Sci. Products – 3,840  
Managers, All Other – 3,195  
Customer Service Representatives – 2,875  
Fast Food and Counter Workers – 2,742  
Software Developers – 2,361  
Computer Occupations, All Other – 2,232  
Medical and Health Services Managers – 2,229

### Top 10 Cities

Los Angeles – 72,269  
Long Beach – 6,615  
Pasadena – 6,485  
Burbank – 5,245  
Torrance – 5,161  
Santa Monica – 4,507  
Santa Clarita – 3,993  
El Segundo – 3,828  
Glendale – 3,462  
Palmdale – 3,038

Sources: <sup>1</sup> Current Employment Statistics (June 2023), <sup>2</sup> Local Area Unemployment Statistics (June 2023), <sup>3</sup> The Conference Board-Lightcast Help Wanted OnLine® 2023 (HWOL).



# CITIZENSHIP CLASSES

**Learn the English, Civics, and History requirements to pass the test and become a United States Citizen!**

Classes begin Tuesday, September 19, 2023 at Pacific Park Library and continue every Tuesday until November 28, 2023.

**6:30 PM - 9:00 PM**

Classes are free and hosted by the International Rescue Committee.

**Space is limited to 15 students, Registration is required.**

To register, or for more information please contact the Literacy Center at **818.548.6450** or Pacific Park Library at **818.548.3760**



Scan the QR  
code for more  
information.



**State Park Interpreter Information Session:  
Learn about CA State Parks at Montrose  
Library**

**September 12 | 3:30 - 4:30 PM**

Learn about the history, safety, and basic etiquette of visiting CA State Parks and local outdoor spaces from a CA State Park Interpreter.

**State Park Interpreter Information Session:  
Learn about CA State Parks at Pacific Park  
Library**

**September 19 | 3:30 - 4:30 PM**

Learn about the history, safety, and basic etiquette of visiting CA State Parks and local outdoor spaces from a CA State Park Interpreter.

**Bird Watching Expedition and Journal Reflection  
with Birds by BIJS at To Be Announced**

**October 5 | 9 - 11 AM**

Take part in a guided hike and learn the basics of binocular use, bird identification, and participate in a journal reflection prompt.

**Guided "Superstition" Hike and Journal Reflection with  
Glendale Community Services and Parks at Deukmejian  
Wilderness Park**

Visit [www.glendaleca.gov/trails](http://www.glendaleca.gov/trails) to register for this hike.

**November 4 | 6 - 8 PM**

Join our night hike as we explore superstitions and their origins. This is a family friendly hike on moderately steep trails.



[www.GlendaleLAC.org](http://www.GlendaleLAC.org)

*These workshops are funded by the CA State Parks Pass Grant and are intended to encourage adult early education learners in our community to explore, learn, and reflect upon the natural world through accessible nature-based programs.*

**@myglendaleLAC**





# IRC-LA Afghan Youth Program – You're Invited!

**Youth mentoring | One-on-one financial coaching |  
Group financial literacy | Weekend events | Free tablets |  
And more!**

- **June 1st, 2023 to February 29th, 2023**
- 2x monthly group meetings to build leadership skills + financial literacy and network with your peers
- Monthly individual coaching/mentoring sessions
- Weekend events for the whole family!

## **Who is eligible?**

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If you are an Afghan woman, age 18-24, who arrived in the U.S. after July 31st, 2021 with refugee, SIV or parolee status – you are invited to join our cohort!

## **When and where?**

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Biweekly group meetings held on Zoom.

Once monthly coaching sessions held in-person or on Zoom.



**Want to see if this opportunity is right for you?**

Click <https://bit.ly/AYMsignup> or contact Luke Van Lant | 747-257-4654 | [luke.vanlant@rescue.org](mailto:luke.vanlant@rescue.org)