

Adult Education Implementation Meeting

September 15, 2022 ♦ 1:00pm-3:00pm

Webex Meeting Agenda

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

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Roll Call	Alfred MaryAnn	5 min
II.	Public Comment	A. Community Comments	Community	5 min
III.	Minutes	A. Review & Approval of Minutes for August 18, 2022	Board	10 min
IV.	Director's Report	A. Updates from the Director	Alfred	10 min
V.	Strategic Planning	A. Annual Plan B. MOUs C. August Jobs Report	MaryAnn	45 min
VI.	Partner Updates	A. Partner Presentations B. Partner Updates	Partners	45 min
VII.	Next Meeting	A. Next meeting date: October 20, 2022		
VIII.	Adjourn	A. Adjournment		

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

Adult Education Implementation Virtual Meeting: WebEx

August 18, 2022 ♦ 1:00pm-3:00pm

Attendees: Jackie Hernandez, Carmen Wynn, Jonathan Pelletier, Jasmine Venegas-Goulet, Josefina Santiago, Lina Jazrawi

Board Members: Judith Velasco, Alfred Ramirez

Coordinator: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome
I.	Minutes	A. Review & Approval of Minutes for April 21, 2022 1. Minutes for April 21, 2022 were reviewed and approved as submitted.
II.	Director's Report	A. Director Update & Report 1. Alfred shared that August 29 th is Welcome Day from 9:30am-2:30pm. 2. Alfred reported that construction continues on campus. Modularity have been set up for new classrooms. 3. Alfred also reported that ESL classes are full and waiting lists have been established. Two ESL classes are held in-person and the rest are virtual. Vaccination and mask mandates are still in place which may deter students from participating in person. 4. Short-term vocational programs still need students. The Administrative Medical Assistant course is full; however, Clinical still has seats available. Homecare Giver needs students and may be cancelled if there are not enough registered. a. MaryAnn will follow up with flyers so that partners can refer participants to training. She noted that flyers were included in today's meeting packet.
III.	Strategic Planning	A. Three-Year Plan 1. MaryAnn reviewed the GlendaleLEARNs Three-Year Plan with the group including the objectives and activities. B. Annual Plan

Agenda Item		Outcome
		<ol style="list-style-type: none"> 1. MaryAnn noted that she was pulling the information from the Three-Year Plan to create the Annual Plan for 2022-2023. She will provide an update at the next meeting. <p>C. MOUs</p> <ol style="list-style-type: none"> 1. MaryAnn reported that MOUs for 2022-2023 will be sent out within the next couple of days for review and signature.
IV.	Partner Updates	<p>A. Partner Presentations</p> <ol style="list-style-type: none"> 1. MaryAnn noted that she is working on a meeting schedule for 2022-2023 and will send to partners to sign-up for program presentation. <p>B. Partner Updates</p> <ol style="list-style-type: none"> 1. GYA: Jasmine referred to the flyer in the meeting packet for employment services for students up to 22 years of age. 2. JVS: Josefina reported that she is now leading the refugee program. They are receiving referrals from DPSS but can also receive referrals from partners. They are seeing refugees from Afghanistan and Ukraine. Ukrainians are currently on hold until paperwork can be processed which should happen very soon. The program serves refugees that are also seniors. 3. DOR: Jonathan reported that he is currently working with businesses in Bioscience that manufacture hearing aides. DOR continues to accept referrals of adults with disabilities. 4. Lanterman: Carmen shared that 100% of staff are now back in the office; however, services remain virtual for any consumer who needs it. The number of consumers who are interested in jobs is increasing. They currently offer 1,040 hours in work experience. 5. VWDB/VJC: Judy reported that the STEPS program which offers services to youth with disabilities is on hold until the contract is executed. They have completed their marketing facelift so partners will see a new logo and marketing materials. They continue to see more people through virtual services than through walk-ins.

Agenda Item		Outcome
		6. GCC: Alfred reported that the machine shop at Verdugo Campus has been completely remodeled and refurbished and is ready to accept more students. MaryAnn noted that the team should resume the Verdugo CNC Machinist Academy.
V.	Next Meeting	Next meeting date: September 15, 2022; 1:00-3:00pm

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 **2022-23** 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.**

Representing the Glendale Community College (GCC) District Regional Consortium, the Glendale Local Area Education Network Services (GlendaleLEARNS) 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 implements 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, in accordance with its mission to "provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities."

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.

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 GlendaleLEARNNS Partners. Activities and Outcomes were developed to delineate performance measures that will be used to track progress and achievement of objectives. The Three-Year Plan also delineates the short-term outcomes that comprise the focus for the Annual Plans, with adjustments incorporated based on changes in the local environment. This allows GlendaleLEARNNS to develop its Annual Plan based on environmental and other changes that impact our communities as well as our programs.

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 GlendaleLEARNNS 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 2021-2022 include the continued offering of in-person and distance learning opportunities. The prolonged pandemic continues to keep potential students away from campus as spikes continue to occur in COVID-19 infections, making hybrid opportunities essential for student enrollments. The previous program year was also dedicated to developing and implementing new outreach and communication assets including new brochures, flyers and the development of a new website. The website is expected to launch in the new Program Year. 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.

Characters : 4030/5000

Regional Planning Overview *

Provide an overview of how the consortium will implement the 2022-25 three-year plan.

GlendaleLEARNNS 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 GlendaleLEARNNS meetings to track progress and accomplishments. An overview of the Annual Plan is completed each year along with an annual environmental scan which allows GlendaleLEARNNS to update goals and objectives through its annual planning process and ensure that changing needs and priorities are addressed.

Characters : 856/5000

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 *

Comprehensive career pathway programs for priority populations: ELL, AWD, Low Income, Low Levels of Education.

The City of Glendale 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 addressing multiple barriers and transitioning students to the work environment.

Characters : 456/5000

Description of How the Gaps Were Identified *

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

The strategic planning process to develop the Three-Year Plan and Annual Plan includes an environmental scan to understand the local community, labor market and economic environment. Data sets included 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 for the Verdugo community that it oversees. The Verdugo community includes the City of Glendale, as well as surrounding communities of Burbank and La Cañada Flintridge. According to U.S. Census, Glendale is home to 196,543 residents, representing a reduction of 4,477 residents since 2015 with the most significant reduction occurring in 2020. 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 \$70,296; 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 median age for local residents is 42 years and the average educational attainment (high school diploma) rate for the Verdugo community is 92.5% with all three cities surpassing the national average. While the educational attainment is high, 12% of residents age 25 years and over do not have a high school diploma, representing 17,930 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 10.5% of the Verdugo community, representing 34,020 residents and 12,441 of these residents have cognitive disabilities. Cognitive disabilities include individuals with intellectual disabilities and developmental disabilities, both which are target for the design and development of career pathways for the most vulnerable populations. Although the Race/Ethnicity data for the Verdugo cities shows that 74% 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 community also includes 14% of residents who identify as Asian and 18.2% 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 70% of Verdugo residents (above the age of five years) speak a language other than English at home with Glendale recording a rate of 67.3%, demonstrating the diversity of the region. In addition, 32% of residents (62,059 residents) report speaking English less than very well, making this group a target for ESL services.

The Glendale labor force records 103,200 residents with an unemployment rate of 4.9%, as of March 2022, 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. As a result of the pandemic, labor force trends show that the labor force has declined 2.1% from 105,600 recorded in December 2019 to the 103,200 in March 2022. While Glendale has recovered most of its labor force, it remains below pre-pandemic levels with many workers continuing their concern over pandemic infection rates.

The unemployment rate continues to lag its pre-pandemic rate of 3.6. The reduced labor force also contributes to the 4.9% unemployment rate, which would be higher if the 2,200 residents returned to the labor force without employment. The U.S. Bureau of Labor Statistics also shows the significant increase in inflation with an 8.6% Consumer Price Index (CPI) recorded in March, 2022. The VWDB continues to monitor all labor market information including any indicators of business downturn that may result in layoffs.

Characters : 4877/5000

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 students in priority populations enrolled; 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. 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

Characters : 529/5000

Regional Need #2



Description of Gaps in Service or Regional Needs *

Educational Programs Including Adult Basic Education, Secondary Education, and ESL.

Strategies to expand access to educational programs are needed to bridge these skills gaps and 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.

Characters : 649/5000

Description of How the Gaps Were Identified *

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

The City of Glendale's demographics examined during environmental scan, demonstrate the need for adult basic education (ABE), secondary education (ASE) and ESL. With 12% of the population, aged 25 years and over, representing 17,930 residents, the ABE and ASE programs are needed. With 32% of residents (62,059 residents) reporting they speak English less than very well, ESL is also a priority educational program to meet the needs of Glendale's immigrants including refugees and asylees.

Characters : 489/5000

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 *

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 : 412/5000

Description of How the Gaps Were Identified *

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 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 continue and are expected to continue in the new program year due to the prolonged pandemic as well as the current inflation and economic challenges.

Characters : 611/5000

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 such as: 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 : 223/5000

Regional Need #4



Description of Gaps in Service or Regional Needs *

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

Fear of COVID infection has kept many students at home, regardless of vaccine status. With the prolonged pandemic, students continue to need hybrid options where they can limit the need for coming to campus. Increasing cost of transportation, further support student decisions for distance learning unless it is absolutely necessary.

Characters : 437/5000

Description of How the Gaps Were Identified *

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

The prolonged and continued pandemic requires the continued use of distance learning and virtual services. The Los Angeles Basin continues to experience spikes as identified by the Los Angeles County Public Health (LACPH). On September 9, 2022, LACPH reported 2,228 new positive cases and 15 new deaths due to COVID-19. Fear of infection continues to impact the lives of students and prospects, keeping them from participating in in-class instruction. Furthermore, offering distance learning as well as in-class instruction provides additional opportunities to increase participation for students, including working parents. Therefore, distance learning is expected to continue beyond the recovery of the pandemic, making digital literacy a core competency that continues as a need to be addressed for students in order to ensure equity in access to education and services.

Characters : 873/5000

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)



2022-23 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.

Educational Programs to Bridge Gaps



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)

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

Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Student Barriers: English Language Learner (AE 305 - Overall)

Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - 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. Bridging literacy, math and language skill gaps may be 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 yet to be measured. While many seniors' eligibility for graduation was based on force majeure, it is not clear what educational gaps exist 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 : 1043/5000

Improve Integration of Services & Transitions

Guidance

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



2022-23 Strategies

Strategy Name *

Develop Comprehensive Career Pathways for Priority

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.

Based on the environmental scan and other assessments conducted during the planning process, the priority populations were identified as: ELL, AWD, those who are low income and those with low educational levels. Many students, in particular those with multiple barriers, cannot afford to attend educational services prior to entering their chosen technical training. This would prolong the amount of time

they spend in training and not earning income. Instead, GlendaleLEARNs uses a comprehensive career pathway strategy which integrates ABE/ASE/ESL in the technical training curricula. 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 used to develop new career pathway opportunities that meet the needs of students as well as local employers.

Characters : 1981/5000

Improve Effectiveness of Services

Guidance

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



2022-23 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)

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.

GlendaleLEARNS 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 bills began to pile up and expenses exceeded the amount of unemployment benefits they were receiving. 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. Co-enrollments with VJC occurred for emergency WIOA funded supportive services with the goal of remaining in training. To access these supportive services, students were required to be enrolled in adult education. Mental health and counselling services were also needed during this time as the uncertainties from the pandemic as well as the economy took a toll on students and their families. The need for all supportive services continue and are expected to continue through 2022-2023. Leveraging resources to improve effectiveness has also occurred with the GlendaleLEARNS 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. For example, the Department of Public Social Services provides full day trainings on public assistance programs at no cost to partners. These professional opportunities will continue in 2022-2023, and will include any additional trainings identified as needed by the members and partners.

Characters : 2329/5000

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 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.

Characters : 892/5000

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 2022-23.

GlendaleLEARNs' members make every effort to fully expend funds in the program year they are received. Over the years, minimal amounts were expended in the following program years. In most recent years, including 2021-2022, all funds were spent 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.

Characters : 539/5000



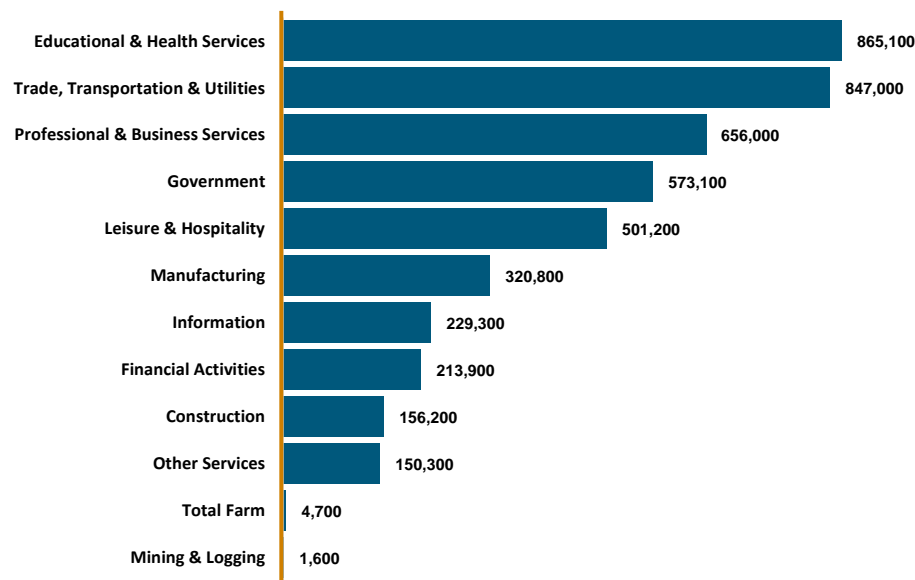
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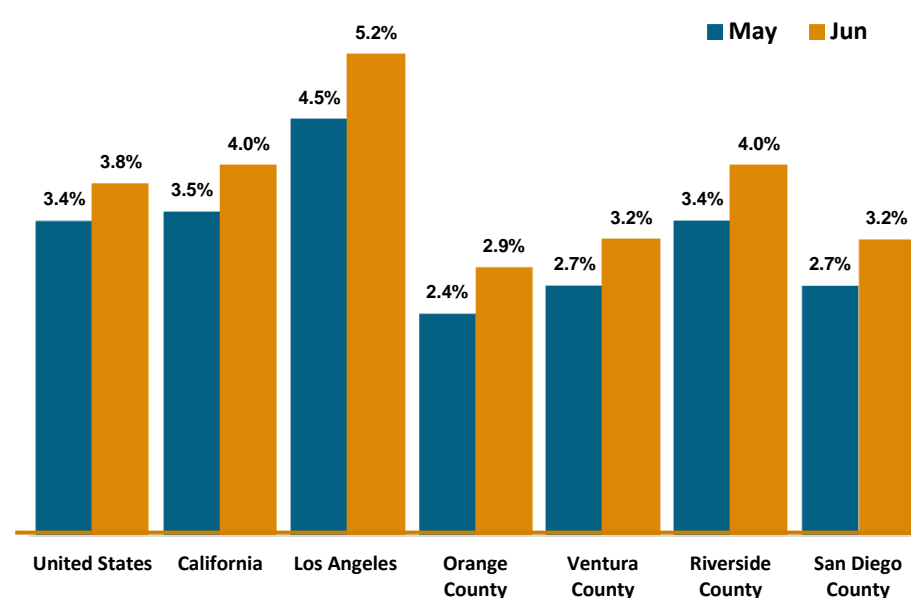
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June Industry Sectors Ranked by Employment Size¹



Unemployment Rate (%)²



Online Job Advertisements – June 2022 Help Wanted OnLine³

Top 10 Employers

Northrop Grumman – 4,565
Anthem Blue Cross – 3,934
Amazon – 2,927
Disney – 2,535
Cedars Sinai – 2,276
PricewaterhouseCoopers – 2,162
University of California, Los Angeles – 1,683
NBC – 1,576
University of Southern California – 1,423
Allied Universal – 1,408

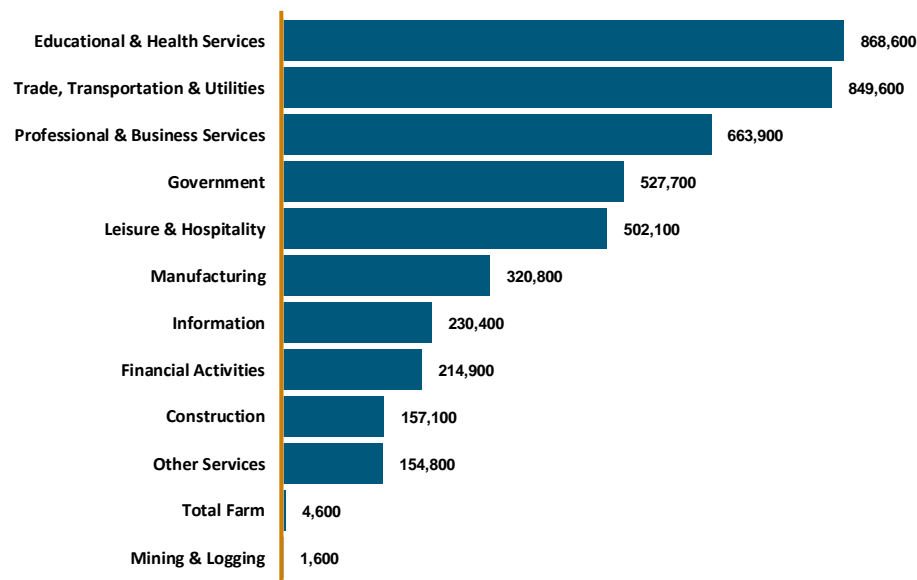
Top 10 Occupations

Registered Nurses – 9,282
Managers, All Other – 7,608
Computer Occupations, All Other – 7,196
Software Developers, Applications – 6,959
Sales Rep, Wholesale and Mfg, Except Tech and Scientific Products – 6,320
Retail Salespersons – 5,418
Customer Service Representatives – 4,928
First-Line Supervisors of Retail Sales Workers – 4,201
Marketing Managers – 4,019
Heavy and Tractor-Trailer Truck Drivers – 3,508

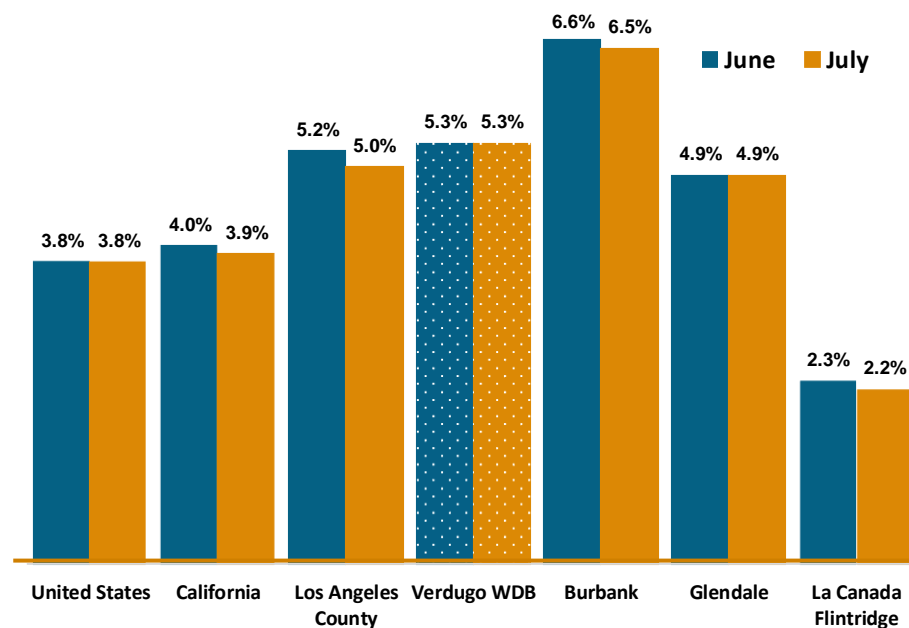
Top 10 Cities

Los Angeles – 103,856
Long Beach – 9,232
Santa Monica – 7,650
Glendale – 6,870
Pasadena – 6,862
El Segundo – 6,467
Torrance – 6,184
Burbank – 6,099
Santa Clarita – 4,531
Culver City – 4,293

LA County July Industry Sectors Ranked by Employment Size¹



Unemployment Rate (%)²



Online Job Advertisements – July 2022 Help Wanted OnLine³

Top 10 Employers

Disney – 1,215
NBC – 1,139
Cedars-Sinai – 305
Anthem Blue Cross – 284
Providence – 263
Paramount – 135
Adventist Health – 129
Allied Universal – 111
Dignity Health – 96
Kaiser Permanente – 94

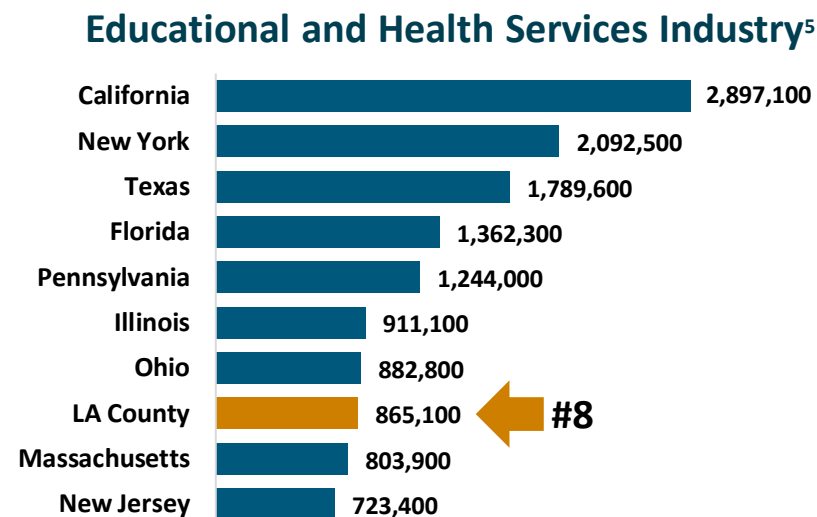
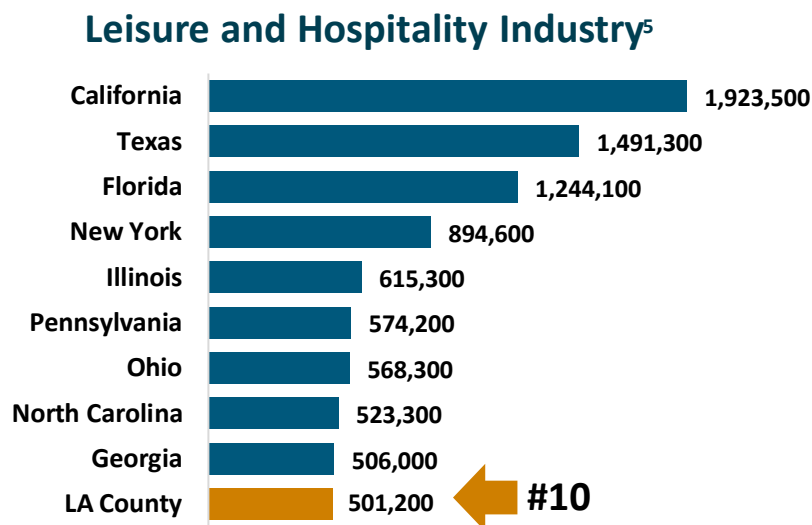
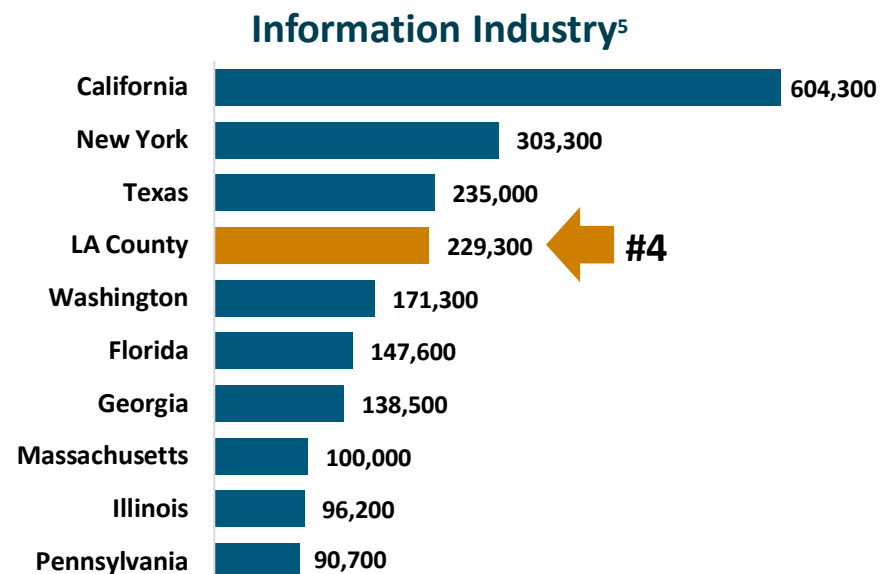
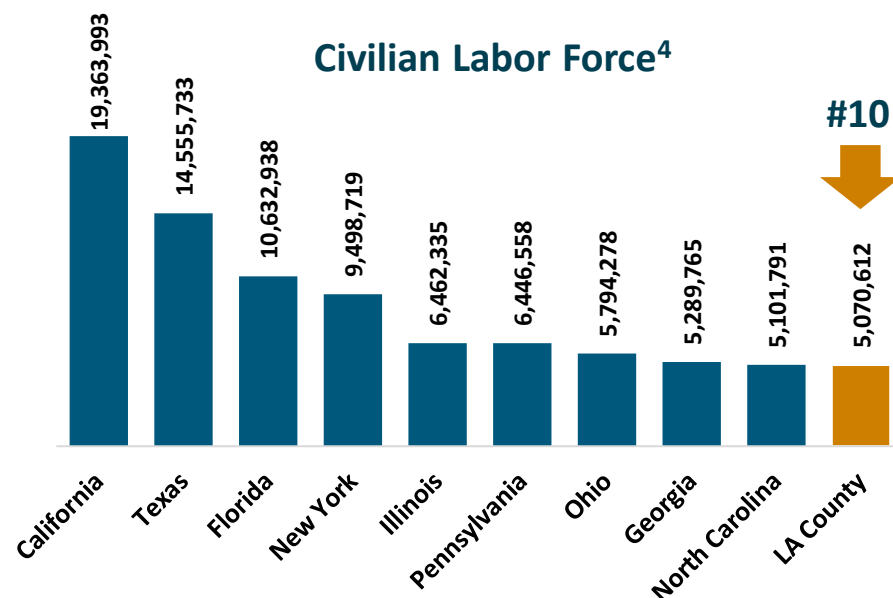
Top 10 Occupations

Registered Nurses – 738
Managers, All Other – 552
Software Developers, Applications – 485
Computer Occupations, All Other – 481
Retail Salespersons – 438
Marketing Managers – 325
Customer Service Representatives – 306
First-Line Supervisors of Retail Sales Workers – 284
Sales Representatives, Wholesale and Mfg, Except Tech. and Sci. Products – 283
Medical and Health Services Managers – 271

Top 10 Cities

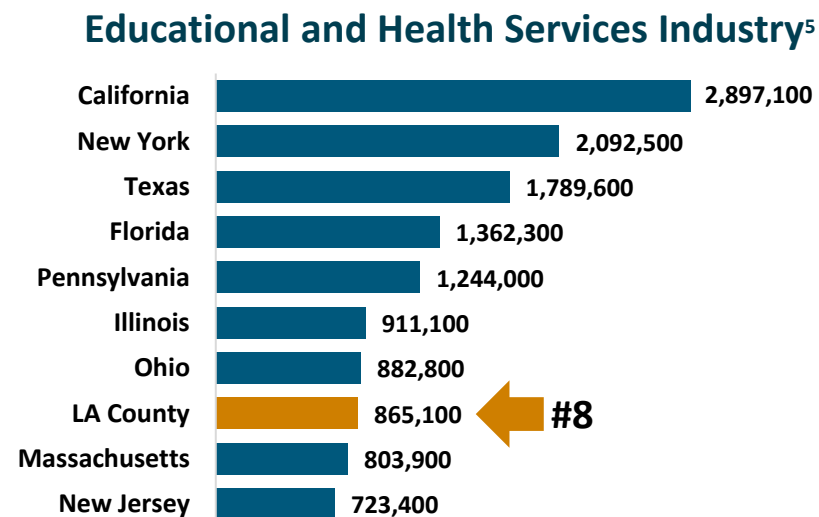
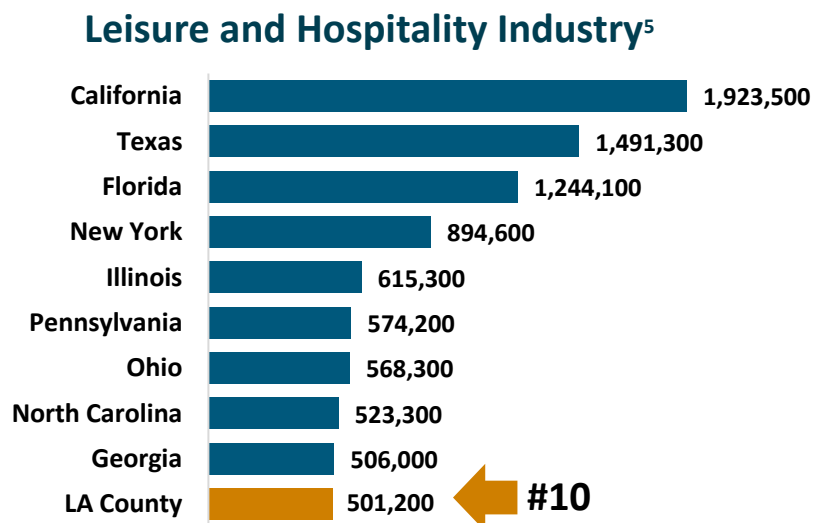
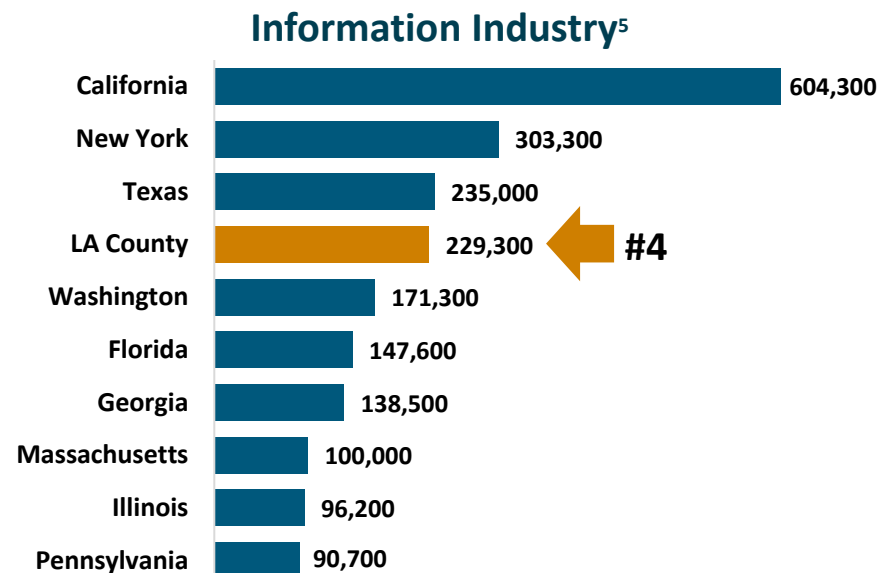
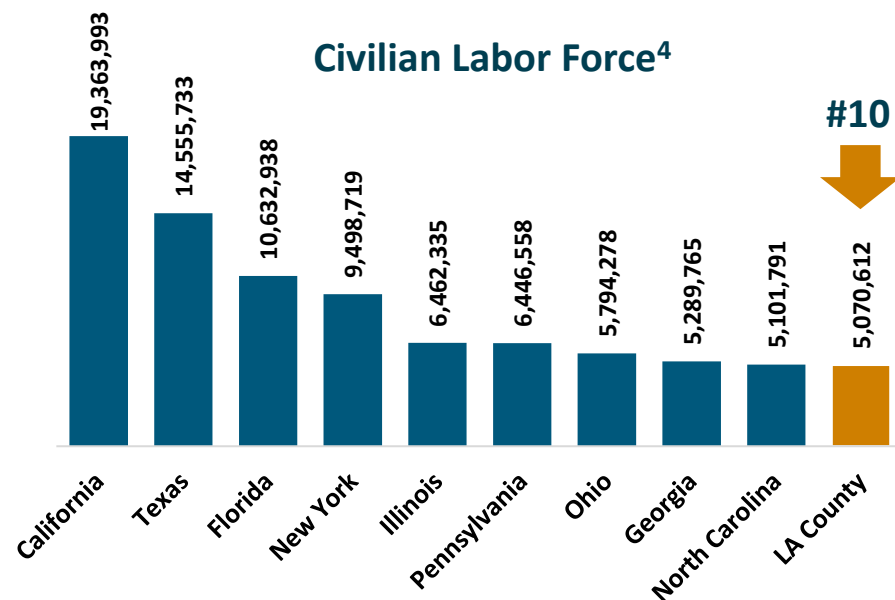
Burbank – 7,284
Glendale – 7,127
La Canada Flintridge – 678

County Colossus: If L.A. County were a State



Sources: ¹ Current Employment Statistics (July 2022), ² Local Area Unemployment Statistics July 2022), ³ Labor Insight (Burning Glass Technologies), Help Wanted Online (July 2022), ⁴ Bureau of Labor Statistics Civilian Labor Force by state June 2022, seasonally adjusted (P), ⁵ Bureau of Labor Statistics June 2022 State Release Table 4

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We are Hiring!



2022

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FINDING A JOB?
18-24 YEARS OLD?*



*CURRENTLY NOT ENROLLED
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Open Positions: Retail & Clerical

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MTitilah@Glendaleca.gov

Jasmine Venegas: (818) 937-8055

JVenegas-Goulet@Glendaleca.gov

Laura Isaacs-Galvan: (818) 937-8057

LIsaacs@glendaleca.gov

Mon - Fri 9:00 AM - 4:00 PM

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



COMPUTER BASICS CLASSES IN ENGLISH

The Library Arts and Culture Department offers services to help adults to learn and improve basic computer skills using a Surface Pro Laptop.



Computer Basics 1A- in English

- Learn to use a track pad, touch screen, and mouse
- Learn internet Navigation using Google Chrome
- Learn how to set up and use an email

Begins: Monday, September 12th
5-7pm

Location: Central Library

Class Dates: 9/12, 9/19, 9/26, 10/3, 10/10

Instructor: Jackie Hernandez

Computer Basics 1B- in English

- Learn how to create, save, and edit a Microsoft Word Document
- Learn how to print
- Learn about Internet Safety

Begins: Monday, October 17th
5-7pm

Location: Central Library

Class Dates: 10/17, 10/24, 10/31, 11/7, 11/14

Instructor: Jackie Hernandez

For more information or to register, call the Literacy Center at 818-548-6450

TECHNOLOGY LOAN PROGRAM



**Surface Pro Laptops are Now
Available for checkout
through the Literacy Center**

**DO YOU NEED A
LAPTOP FOR
SCHOOL?**

- Must be 18+ or older to participate
- Laptops may be checked out for three weeks at a time or the duration of a GCC Garfield Campus semester. Proof of college enrollment is required for semester checkouts
- Limit of one laptop per household
- Must be in good standing with the library to participate
- Priority for checkouts is given to GCC Garfield Campus and Literacy Center Students

**FOR MORE INFORMATION PLEASE CONTACT US AT
818-937-6450 OR LITERACY@GLENDALECA.GOV**