GlendaleLEARNS
Local Education And Resource Network Services

California Adult Education Program Implementation Meeting
July 17, 2025 ◆ 1:00pm-2:30pm
Meeting Agenda

	Agenda Item	Purpose	Person(s) Responsible	Timeframe
I.	**Introduction**	A. Welcome B. Director's Report	Thatcher	5 min
II.	**Minutes**	A. Review & Approval of Minutes for May 15, 2025 and June 20, 2025	Board	5 min
III.	**Public Comment**	A. Community Comments	Community	5 min
IV.	**Strategic Planning**	A. Review Three-Year Plan B. Develop Strategic Goals and Objectives for Annual Plan	MaryAnn	50 min
VI.	**Partners**	A. Partner Updates	MaryAnn	25 min
VII.	**Next Meeting**	A. Next meeting date: August 21, 2025		
IX.	**Adjourn**	A. Adjournment		

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

GlendaleLEARNS
Local Education And Resource Network Services

Adult Education Implementation Virtual Meeting
May 15, 2025 ◆ 1:00pm-2:30pm

Attendees: Gamid Akhmedov, Aarin Edwards, Hilda Ghazarian, Laura Isaacs-Galvan, Ani Khachikyan, Iskra Martinez, Anyuta Nazaryan, Margaret Mansour, Caryn Panec, Jonathan Pelletier, Kimberli Perner, Emma Sanchez, Naomi Sato, Melanie Vartabedian

Board Members: Thatcher Weldon, Judith Velasco
Coordinator: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome

I.	**Welcome**	A. Thatcher welcomed the partners and opened the meeting with the Director's Report.
		  1. The number of Spring semester enrollments are about the same as last year.
		  2. The wait list for ESL classes remains but has declined in comparison to previous semesters.
		  3. The CASAS summer institute will take place in Anaheim this year for anyone interested in attending.
		  4. The California Council for Adult Education (CCAE) conference was held in May but GCC faculty and staff were unable to attend this year.

II.	**Minutes**	A. Approval of Minutes 1. The Board members unanimously approved the March 20, 2025 minutes.
III.	**Community Comments**	A. No public comments were submitted.

IV.	**Fiscal Administration**	A. Approval of Consortium Fiscal Administrative Declaration (CFAD)
		  1. MaryAnn reviewed the CFAD document with the group.
		  2. Members discussed the potential for changes in budget allocations due to changes in priorities and budget changes happening at the state level.
		  3. CFAD was approved to meet the CAEP requirements; however, changes may occur pending contract negotiations.

V.	**Strategic Planning**	A. CAEP Three-Year Plan 1. MaryAnn facilitated the development of goals and objectives for the plan.

Agenda Item		Outcome
		a. Goals from the previous three-year plan will remain with some adjustments. b. A task will be added to formalize the referral process for students to receive job placement and work-based learning from the Verdugo Jobs Center (VJC). c. Added tasks from the Needs Assessment include: increasing the Administrative Staffing (front office, counseling, coordinate the healthcare program) and CAEP orientation for new partners and members.
B.	**Partner Updates**	A. Glendale Youth Alliance (GYA): Laura shared that they continue to recruit youth, ages 14-24 for summer jobs. B. JVS SoCal: Anyuta asked all partners to share information about any upcoming job or career fairs that they can pass on to participants. All partners agreed to share flyers with MaryAnn who will disseminate to the entire group. C. Glendale Community College: Margaret shared that a mental health fair was taking place on May 21st, in partnership with DPSS.
C.	**Next Meeting**	Next meeting will be held: June 26, 2025 from 1:00-3:00pm. The session will be dedicated to professional development: Motivational Interviewing. A total of 20 seats are available.

GlendaleLEARNS
Local Education And Resource Network Services

Adult Education Implementation Virtual Meeting
June 20, 2025 ◆ 1:00pm-3:00pm

Attendees: Walter Alvarez, Anastasia Akhmedova, Gamid Akhmedov, Lilit Avetikyan, Lusine Baghdasaryan, Jesus Carino, Claudia Chacon, Hilda Ghazarian, Edith Gonzalez, Narine Hovhannisyan, Laura Isaacs-Galvan, Ani Khachikyan, Iskra Martinez, Anyuta Nazaryan, Margaret Mansour, Jonathan Pelletier,

Board Members: Thatcher Weldon
Coordinator: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome
I.	**Professional Development**	A. Motivational Interviewing for Change: Mary Beth Abella, Trainer 1. Ms. Abella conducted training on Motivational Interviewing. 2. MaryAnn will follow up and send out the pdf of the presentation to all attendees.
II.	**Next Meeting**	Next meeting will be held: July 17, 2025 from 1:00-3:00pm.

CAEP
Three-Year Plan

19 Glendale Community College District Regional Consortium (2025-28)   DRAFT

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:

19 Glendale Community College District Regional Consortium

Address:

1122 E. Garfield Ave. | Glendale, CA | 91205

Website:

https://www.glendalelearns.org/

Funding Channel 2025-26:

Fiscal Agent

CAEP Funds 2025-26:
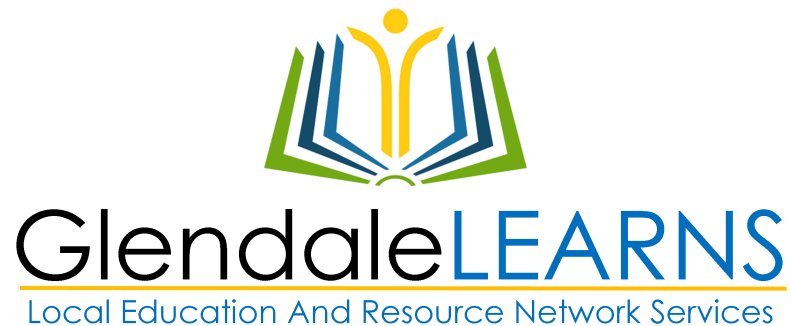
$0

CAEP Funds 2024-25:

$0

CAEP Funds 2023-24:

$0

![GlendaleLEARNS - Local Education And Resource Network Services](logo)

Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Primary Contact	MaryAnn Pranke	mpranke@glendaleca.gov	GlendaleLEARNS Coordinator	(818) 937-8051
Primary Contact	Thatcher Weldon	tweldon@glendale.edu	Interim Dean of Continuing Education	(818) 240-1000 ext: 5018

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Glendale CCD	District	Glendale Learn MaryAnn Pranke	(818) 937-8051
Verdugo Workforce Development Board	Workforce Development Board	Judith Velasco	(818) 937-8031
Glendale Unified	Unified School District	Christin Molano	

Executive Summary

Executive Summary *

GlendaleLEARNS consists of publicly appointed members that comprise the Board of Directors and community partners representing government, education, non-profit and business. The three-member Board of Directors consist of: Glendale Community College, Verdugo Workforce Development Board (VWDB), and Glendale Unified School District. Together, the members and partners implement adult education throughout the community integrating workforce and education in the process to provide seamless services that assist students in ultimately attaining employment or civic engagement. All three members participate in the Three-Year Planning process as well as Annual Planning process.

Partners are critical to the development and implementation of the GlendaleLEARNS Three Year and Annual Plans. All partners sign an MOU each program year to confirm their commitment to partner and provide joint services to students. Current partners that also participate in the Three-Year planning process include: Armenian Relief Society, Foothill Special Education Local Planning Area, Family Promise of the Verdugos, Glendale Library Arts & Culture, Glendale Youth Alliance, International Rescue Committee, JVS SoCal, Lanterman Regional Center, State of California Employment Development Department, State of California Department of Rehabilitation, and The Campbell Center.

Partners conducted a comprehensive self-assessment and environmental scan with data sets gathered from labor market information, economic data, census, and Data Vista for the adult education scan. Based on the results of this activity, the members and partners identified the following needs: supportive services, comprehensive career pathways, bridge programs, and hybrid opportunities that offer distance learning opportunities.

GlendaleLEARNS dedicated its monthly meetings to develop strategies and activities for the three objectives defined by CAEP. The strategies and activities for each objective are summarized as follows:
Objective 1: Address Educational Needs, which will be accomplished with the following Strategy: Develop Career Pathways for Priority Populations. The Activities for this objective include: a) Develop & implement career pathways; b) Continue partnerships to offer work-based learning; c) Continue to transition disconnected youth into adult and post-secondary education; and d) Develop awareness and outreach to support transition from ESL to vocational programs.

Objective 2: Improve Integration of Services & Transitions with the Strategy to: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment. The Activities defined for the Strategy consist of the following: a) Implement bridge programs; b) Redesign and resume College and Career Pathways; and c) Integrate the bridge programs in the career pathways.

Objective 3: Improve Effectiveness of Services, with the Strategy to: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners. The Activities to accomplish this Strategy include: a) Continue partnership with VWDB to leverage resources; b) Continue participating in WIOA planning activities; and c) Continue strategic co-enrollment with WIOA and non-WIOA partners, to leverage resources.

A second Strategy was defined for Objective 3 as follows: Implement Professional Development Opportunities to Ensure Leaders, Staff and Faculty Have the Knowledge and Skills Needed to Meet Community Needs for Adult Education and Workforce Development. The Activities for this second strategy include: a) Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services; b) Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas; c) Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty; d) Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty.
Outcome metrics for the objectives, strategies and activities consist of the following: 1) Employment and Earnings: employed two quarters after exit; 2) Progress: completed educational functioning level; 3) Success: transition to CTE; and 4) Students and Progress: Number of English as a secondary language participants.

Funds evaluation is accomplished by examining financial performance in quarterly expenditure reports relative to the member plans and Consortium Fiscal Administrative Declaration. Member Plans are amended based on any changes required to meet program and student needs.

Assessment

Overview and Preparation *

The strategic planning process begins with a pre-planning self-assessment and continues with an environmental scan to understand the national and local economic landscape. The final assessment is conducted of the adult education programs using data from Data Vista, supported by internal performance reports, TopsPro, and CalJOBS for co-enrollments with the Workforce Investment Act (WIOA) Title I, to understand overall performance and identify improvements. Results from the these assessments were then used to identify needs, barriers and to develop objectives and activities to address those needs.

Self-Assessment: The self-assessment is conducted by the GlendaleLEARNS members and partners, which include staff and faculty. The Consortium Program Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of its collaboration and impact within the GlendaleLEARNS communities. The purpose of the tool is for consortia to use a self-directed quality improvement process that allows the Consortium members and partners to work collaboratively to assess their strengths and weakness and develop strategies to enhance policies, procedures and practices accordingly.

The Tool is intended to be used as an internal evaluation to promote honest, open conversations with key stakeholders through meaningful conversations that will assist consortia in creating a path to better manage themselves and serve students more effectively and efficiently. The Tool is provided by the CAEP Office and was created with input from practitioners and experts in adult education and focused on the following quality indicators for self-assessment: Capacity, Connection, Entry, Progress and Completion/Transition. Each quality indicator consisted of a minimum of five elements to assess within each indicator for a total of 36 elements using a rating scale of 1 – 5, with a score of "1" assigned to an element where "there is strong need for improvement and the consortium has an urgent need to address this area" and a score of "5" where "the consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow."

In order to complete the comprehensive self-assessment, GlendaleLEARNS dedicated a portion of its monthly meetings, spanning across four months, to conduct the assessment and achieve consensus on results. The Coordinator walked through the Tool, reviewing each element and the members and partners entered their score in the meeting chat. The meeting chats were saved to record all scores. The Coordinator also facilitated a consensus exercise for the group to assign one score per element based on the individually recorded scores. The consensus results demonstrate that the members and partners recognize the overall accomplishments of GlendaleLEARNS within the workforce and education system. As a result, the majority of the elements rated a score of "4" or "5". There were five elements that scored below a "4"; however, none scored below a "3" rating. Elements that scored a "3" consist of: 1) Sufficient staffing for CAEP; 2) Sufficient space for adult ed; 3) New staff are oriented to CAEP; 4) Career planning and sharing plans; and 5) Assess student needs and refer for support services. To address the elements that scored a "3", the members and partners agreed to incorporate into objectives delineated in the plan or create activities for the objectives.

What type of representatives make up your assessment planning board members?

✓ Community College representatives

✓ Community Partner Organization representatives

✓ K12 School District representatives

✓ Other

    Workforce and community partners

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

✓ Student data (TOPSPro, MIS)

✓ CAEP consortium Fact Sheet

✓ DataVista

✓ Population demographic data (U.S. Census, etc.)

✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))

✓ Partner meetings

✓ Regional plans

✓ Community stakeholder input

✓ Data gathering/student needs assessment

✓ Employer input

✓ Other

    Local labor market information from the VWDB

Data Collection Process - Further Context *

Additional assessments include the environmental scan and adult education which were conducted using multiple data sets and sources:

Environmental Scan: The environmental scan is used 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 allows partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. This year, due to the uncertainty of the federal, state and local economy, national and local economic data were examined to understand the impact of inflation (Consumer Price Index), impact to businesses (Production Price Index and Employee Cost Index), and the overall impact on the labor force. This information assists in anticipating upcoming impact at the local level. The environmental scan data are presented in a PowerPoint format by the VWDB Executive Director while the GlendaleLEARNS Coordinator facilitates discussions with the members and partners during the monthly meetings. Discussions and feedback are provided verbally during the virtual meeting or posted in the chat.

Adult Education Assessment: Data from Data Vista were pulled along with graphs to present the available 2023-2024 information to the members and partners. Data included student trended total enrollments and enrollments by program. Data for outcome trended results were also evaluated including Educational Functioning Level (EFL), earned diploma or equivalent, and employment.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Employment Development Department State of California	Workforce Development Board
California Department of Rehabilitation	Other

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

✓ WIOA Title II Continuous Improvement Plan (CIP)

✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans

✓ California Strong Workforce Program (SWP) Plans

What are the top priorities in relation to regional alignment?

✓ Developing or enhancing program mapping and career pathways that support identified industry needs

✓ Identifying emerging industries for development of CTE programming aligned with regional needs

✓ Increasing access to and awareness of services

✓ Pooling resources to streamline service provision across providers

✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs

✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

✓ Other

Accessing opportunities for paid work-based learning and other job placement assistance services.

Alignment with Other Education and Workforce Plans *

The integration of workforce and education has been the goal for GlendaleLEARNS and demonstrated by being one of the few Consortia that includes the local workforce board as a member. The GlendaleLEARNS Coordinator is also staff to the VWDB, which assists in integrating the two systems and aligning strategic plans. Typically, the CAEP Three-Year Plan is completed on an alternate year to the WIOA Four-Year Local and Regional Workforce Development Plans; however, this year, all three plans were completed. While this creates an extraordinary amount of work for staff, faculty and partners, it also offers opportunities to capitalize on the strengths of both systems to develop plans that are aligned and support the integration of the two systems.

As the local workforce board, the VWDB held community stakeholder forums to gather input for all three plans. In addition, they facilitated one regional community forum and participated in other forums held throughout the Los Angeles Basin. GlendaleLEARNS partners and members participated in the local and regional forums to ensure their voices were heard and incorporated into those plans. Information gathered from GlendaleLEARNS regarding student challenges, needs and adult education programs were provided to the boards and incorporated into the plans.

The VWDB's Local Plan is aligned with several county and state plans and initiatives, including the WIOA Regional Plan developed by the seven workforce boards located in the Los Angeles Basin. Aligning the CAEP Three-Year Plan with the VWDB Local Plan, also aligns the CAEP Plan with the same plans. The primary purpose of the VWDB's Local Plan is to facilitate access to workforce services at the local level. The public will access and experience this regional workforce framework through the local service delivery system of the America's Job Center of California (AJCC). The local AJCC for the Verdugo Consortium is the Verdugo Jobs Center (VJC).

Overall, the VWDB Local Workforce Development Plan is a profile of the Verdugo Region's tri-city community, consisting of the cities of Glendale, Burbank and La Cañada Flintridge's economic landscape and an analysis of the challenges and barriers that residents face when trying to find gainful employment. Barriers and needs described in the plan include those identified by the GlendaleLEARNS partners. The Plan also describes the VWDB and VJC's services, and its coordination with partners, including GlendaleLEARNS. The plan highlights co-enrollment programs include the Medical Assistant Short-Term Vocational (STV) program which offers paid work-based learning provided by the VJC.

In California, regional plans required by WIOA must be in alignment with the California Workforce Development Board (CWDB) State Plan. This State Plan provides the primary guidance for aligning educational and training provider services with regional industry sector needs in California's fourteen (14) WIOA Regional Planning Units (RPUs). The Los Angeles Basin Regional Planning Unit (LABRPU) is one of the 14 RPUs consisting of the seven Local Workforce Boards in the Los Angeles Basin which includes the VWDB. The plan highlights industry sector strategies and programs offered throughout the region which feature partner coordination and co-enrollment. The Regional Plan delineate the adult education services that assist in preparing job seekers to enter or reenter the workforce. The Regional Plan also features the CTE programs that job seekers need to gain employment that offers competitive wages. Support services including career counseling and Disabled Students Programs and Services (DSPS) assist students to access available resources and support the case management services provided by WIOA Case Managers and Job Developers. These no-cost services are essential in workforce development systems focused on assisting the most vulnerable populations and preparing them for full-time, gainful employment.

It is clear from the Local and Regional Plans that the workforce system relies on the community colleges, including CAEP, to provide the education and training that job seekers need to enter or reenter the workforce. The only gap is the limitation in funding and overall capacity from both sides to meet the increasing demands from job seekers as well as the businesses that require the human capital. To meet the diverse needs of both, the job seekers and businesses, increased funding and staffing are needed to increase the number and types of training programs that meet the skill needs of the hiring employers.

Evaluate the Educational Needs of Adults in the Region *

The GlendaleLEARNS Coordinator, in her role as staff to the VWDB, conducted the environmental scan which aggregated and analyzed data used to assess community needs, including the specific profile and needs of customers. The advantage of using the VWDB to conduct the assessment is that the organization has access to data sets that are not available to the general public including labor market information and business information specifically for the City of Glendale. The environmental scan focused on the demographics and data relative to GlendaleLEARNS' priority populations: English Language Learners (ELL), Adults with Disabilities (AWD), adults with

low literacy and math skills. The environmental and adult education scans are used to identify characteristics, barriers, and needs of the priority population and this information is then used to understand educational needs of the community and to develop strategies, objectives and activities.

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 $77,483; however, Glendale holds a 12.9% poverty rate, just slightly below California's rate of 13%.

In addition to the poverty rates, educational attainment and other demographics provide insights into the Glendale community. The median age for Verdugo residents is 43 years. Verdugo's population of opportunity youth ages 18-24 totals 20,508 and 1,503 of these, representing 7%, do not have a high school diploma. Verdugo's residents that are aged 25 years or older that do not have a high school diploma total 11,802, representing 5% of the population in this age group. Moreover, 16,857 Verdugo residents in this age group have less than a 9th grade education. Therefore, more than 30,000 Verdugo residents do not have the educational attainment needed to obtain the level of employment opportunities needed for job quality and economic self-sufficiency. In the City of Glendale, 11,460 of residents 25 years and over have less than a 9th grade education and 4,610 have less than a high school diploma. These demographics provide insight into the potential need for adult basic education (ABE) and Adult Secondary Education (ASE) to assist with addressing the literacy gap and absence of diploma or equivalent.

Individuals with disabilities, comprise 12.32% of the Verdugo community, representing 39,401 residents. This is an increase in residents with disabilities which recorded at 34,020 (10.5%) in 2019. Of the 39,401 Verdugo residents with disabilities,19,600 (49.7%) have cognitive disabilities. The City of Glendale records 26,926 residents with disabilities and 13,955 of these with 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. Individuals with disabilities have the highest unemployment rate of any underserved population with individuals with Autism Spectrum Disorders (ASD) recording at 39% according to National Institute of Health. The GlendaleLEARNS continues to focus on developing innovative programs and services for people with disabilities and prioritizing individuals with cognitive disabilities including autism, to address the profound unemployment rate.

The ELL population is another underserved population that is a priority for services for all AJCC partners. 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. An average of 47% of Verdugo residents (above the age of five years) speak a language other than English at home. Glendale records a rate of almost 67%, significantly higher than Los Angeles (LA) County which records that 57% of residents speak a language other than English at home, demonstrating the diversity of the Verdugo community.

The Race/Ethnicity data for the Verdugo cities show that 61% 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 who also identify as White/Caucasian. The community also includes 18.5% of residents who identify as Asian and 19.6% of residents who identify as Hispanic/Latino and 2.3% who identify as Black/African American. While the Race/Ethnicity data show the diversity of the tri-city community, the languages spoken at home and the number of residents who speak English "less than very well" reflect the barriers more accurately.

Please identify the categories of needs of your region.

✓ Access for underserved populations

✓ Access to technology

✓ Basic skills attainment

✓ English language needs

✓ Improving accessibility of programming

✓ Improving digital literacy

✓ Increasing awareness of services

✓ Labor shortages

✓ Lack of transportation

✓ Lack of childcare

✓ Living wage job attainment

✓ Low literacy

✓ Short term CTE training

Needs - Further Context (optional)

In partnership with the VWDB, GlendaleLEARNS also targets the young adults of the community for adult ed services. Understanding the need of this target population is also key to establishing objectives and activities that lead to serving these young adults. As of 2021, there were more than 570,000 youth in California between the ages of 16 to 24 who were neither in school nor at work (12.5% disconnection rate). Between 2019 and 2021, there was a 19% increase in youth disconnection in the state. The most populous counties experienced the highest increases in youth disconnection between 2019 and 2021. The Los Angeles Basin experienced one of the largest increases in the state with a 21.3% change from 118,299 in 2019 to 143,463 in 2021. Moreover, around 8,000 youth identify as current or former foster youth, while 2,200 young adults experience homelessness each night (Los Angeles County Disconnected Youth. New Ways to Work, April 2023).

In Los Angeles, variations exist in disconnection between the youngest and the oldest youth, with the oldest youth (ages 23 and 24) are almost six times as many disconnected than the youngest youth (ages 16 and 17). Notably, youth ages 23 and 24 comprise 37.5% of youth who are disconnected. In addition, a significant increase in the number of disconnections occurs between the age of 17 (3,363) to the age of 18 (11,589). These results suggest that many teens either drop out of high school or complete high school but do not move on to education completion, further education, or enter the workforce.

Educational attainment data show that 14.3% (20,536) of Los Angeles Basin disconnected youth ages 19 to 24, did not finish high school, with almost 5% of these only completing 9th grade or less. Results also show that the highest number of youth (41.5% representing 59,606 youth) earned their high school diploma or equivalent but only 10.2% (14,667) earned a college degree or higher.

The employment by educational attainment indicates that 44% of 16 to19 year old's and 66% of 20-to-24-year old's were employed at some point in 2021 while only 33% of 16 to 19 year old's and 57% of 20 to 24 year old's with less than a high school diploma were employed in the same timeframe. These results show the positive relationship between the educational attainment and employment, reinforcing the importance in assisting youth continue their education beyond a high school diploma.

While limited data are available for opportunity youth specifically in the City of Glendale, the overall data for the Los Angeles Basin create the profile needed to understand the needs of this target population. The overall average youth disconnection rate for the City of Glendale is 11.5% for youth ages 16 to 24 and representing 5,066 disconnected Youth.

Using all of the aforementioned data and information, the needs of current and potential students from the community identified include: supportive services, paid work-based learning, comprehensive career pathways to develop technical skills while addressing language and basic skills barriers, bridge programs including ABE/ASE and ESL, hybrid opportunities for education and training that include in-person as well as distance learning, co-enrollment into multiple programs to access all services to meet the

needs of students, building partnerships with K-12 counselors to facilitate the transition to higher ed and credit recovery programs that create the safety net for opportunity youth, job search assistance, and continue professional development opportunities that increase the expertise of staff and faculty to address the changing and diverse needs of students.

What challenges does your region face that impact the programs you have previously or are currently offering?

✓ Lack of physical/facility access

✓ High cost of living/housing/healthcare

✓ Areas of economic inequity

✓ Labor market issues (e.g., teacher shortages, etc.)

✓ Other

  Staffing shortages in support positions and healthcare

Challenges - Further Context (optional)

The final data set used for the environmental scan to further understand the community, needs and challenges was the local labor force. With information provided and presented by VWDB, the labor force and unemployment rates were reviewed during the assessment process. As of April 2025, the Verdugo labor force is comprised of 162,900 resident, a loss of 13,000 workers since before the pandemic. 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. The City of Glendale records a labor force of 96,600 residents; however, lost 9,000, representing 8.5% of its labor force since December 2019.

Reasons for labor force losses vary from retirements, layoffs, resignations, and other reasons for leaving the workforce including, staying home to care for children and/or parents. Prior to the pandemic, Verdugo's labor force was 175,000 and the City of Glendale's labor force was at 105,600 (December 2019). During the peak of the pandemic, Verdugo lost 8.1% of its labor force, recording 163,900 workers in December 2020, while Glendale lost 6.4%. Since the pandemic, Verdugo has not fully recovered with its labor force population and current numbers, record a 7.9% loss since the pre-pandemic level.

According to data from the VWDB, the Verdugo tri-city community was experiencing historical levels of prosperity prior to the pandemic. In December 2019, Verdugo cities recorded some of the lowest unemployment rates with 3.6% for Burbank and Glendale, and 1.7% for La Cañada Flintridge. During the peak of the pandemic, Verdugo experienced historically high unemployment rates, recording 20.9% for Glendale, 22.6% for Burbank and 9.8% for LCF. The unemployment rates have gradually declined as cities recovered from the impact of the pandemic; however, the unemployment rates have not fully recovered to pre-pandemic levels. As of April 2025, Verdugo records an average 5.1% unemployment rate with the highest rate recorded by Burbank at 6.6%, significantly higher than the rates for the nation (4.2%), California (5.0%) and Los Angeles County (5.0%). While Glendale (5.3%) is lower than the Burbank unemployment rate, it remains higher than the nation and state rates.

Using the demographic data and the opportunity youth profile and labor force data, as well as stakeholder, staff and faculty input, GlendaleLEARNS partners and members identified the following barriers and challenges that students currently face: lack of technology including hotspots for connectivity access, financial challenges due to economic changes, fear of public transportation because of safety as well as continued pandemic concerns, unstable lives and changing schedules due to competing demands from family, loss of shelter or homes, mental heal and well-being issues, fear of returning to work and/or college after being at home for such an extended period of time as well as exposing themselves to illnesses, lack work experience overall or work experience in this country, language barriers, adults without diplomas or equivalents, uncertain economic environment, uncertain educational levels and gaps results from lockdowns, finding quality and affordable childcare and adult care, outdated technology and

software skills, delays in receiving documentation needed to work legally in the country and no access to pathway to work legally, transitioning international credentials to USA recognized credentials and a mismatch between skills of the unemployed and skills in demand. Further, some partners found it more challenging to connect with students and participants who are distance learning or only use virtual means for communication. Overall, partners found effective means of developing those relationships with students and participants; however, they admit it is more challenging than when they are able to communicate in person.

Challenges faced by GlendaleLEARNS were identified in the CAEP Self-Assessment and included: facility and spacing limitations which impacted the ability to hold community events including career fairs and expos; staffing shortages to provide support including in MIS, healthcare program coordination, and administrative support; consistently exchanging student/participant information with partners to co-enroll and effectively provide all the services that they need to address barriers; and creating a consistent onboarding process for new partners and members so they each receive all of the information they need on CAEP and GlendaleLEARNS. These challenges were addressed in the activities delineated for the strategic objectives in the plan.

Understanding the Verdugo community, its demographics, economic landscape and the impact of the pandemic, provides a profile of current strengths and challenges.

Which populations are currently being served by your programs?

✓ Adults over 50

✓ Adults with disabilities

✓ Disconnected youth

✓ Foreign born or refugees

✓ Less than a high school education

✓ Limited English proficiency/English language learners

✓ Limited/low literacy

✓ Near or below the poverty line

✓ Under-represented minority populations

✓ Unemployed

✓ Veterans

✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Thatcher Weldon	Administrator	Designed strategies, participated in planning meetings, participated in assessments
Judith Velasco	Workforce Board	Designed strategies, participated in planning meetings, participated in assessments
Christin Molano	School District	Designed strategies, participated in planning meetings, participated in assessments
MaryAnn Pranke	GlendaleLEARNS Coordinator	Provided data, facilitated meetings, facilitated development of strategies, used input to write plan
Caryn Panec	Community college faculty	Participated in planning meetings
Naomi Sato	Community college faculty	Participated in planning meetings
Hilda Ghazarian	Community College Faculty and Staff to International Rescue Committee	Participated in planning meetings
Aarin Edwards	Director, CalWORKS at Glendale Community College	Participated in planning meetings
Gamid Akhmedov	Job Developer JVS SoCal	Participated in planning meetings
Laura Isaacs Galvan	Career Counselor, Glendale Youth Alliance	Participated in planning meetings
Ani Khachikyan	Career Counselor/Job Developer, Verdugo Jobs Center	Participated in planning meetings
Iskra Martinez	Manager, State of CA Department of Rehabilitation	Participated in planning meetings
Anyuta Nazaryan	Job Developer, JVS SoCal	Participated in planning meetings
Margaret Mansour	Classified staff	Participated in planning meetings
Jonathan Pelletier	Senior Vocational Rehabilitation Counselor, State of CA Department of Rehabilitation	Participated in planning meetings
Kimberli Perner	Community college faculty	Participated in planning meetings

Name	Role	Three-Year Plan Contribution
Melanie Vartabedian	Director of Social Services, Armenian Relief Society	Participated in planning meetings
Adriana Rios	Employment Program Manager, State of CA Employment Development Department	Participated in planning meetings
Alina Atabekian	Human Services Administrator, Los Angeles County Department of Social Services	Participated in planning meetings
Diana Giannone	Human Services Administrator, Los Angeles County Department of Social Services	Participated in planning meetings
Daniella Lopez	Job Developer, United American Indian Involvement	Participated in planning meetings
Kassandra Wilson	Community college faculty	Participated in planning meetings
Erika Vasquez	Employment Specialist, Lanterman Regional Center	Participated in planning meetings
Julia Roman Romo	Literacy Instructor, Glendale Library Arts & Culture	Participated in planning meetings
Scott Eaker	COO Prolacta, Bioscience Business	Provided business perspective; participated in planning meetings
Ara Aslanian	IT Business Representative: Inverselogic	Participated in planning meetings
Vicki Brannock	Bioscience Business: Biocom California Institute	Participated in planning meetings
Nick Hacopian	Business: Glen West Management Co	Participated in planning meetings
Sonya Kay Blake	Business: The Valley Economic Alliance	Participated in planning meetings
Pamela Marcello	Business: Hollywood Burbank Airport	Participated in planning meetings
Terry Walker	Providence St Joseph Medical Center	Participated in planning meetings
Onnig Bulanikian	Government: City of Glendale Community Services & Parks	Participated in planning meetings
Melissa Younesian	Workforce Development Manager: Verdugo Jobs Center (AJCC)	Participated in planning meetings

Name	Role	Three-Year Plan Contribution
Eliza Dzhaneryan	VWDB and Glendale Youth Alliance	Participated in planning meetings
Armenui Lilikyan	Community college faculty	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	Total Participants
*Glendale CCD	Member Representative	316	937	68	0	0	6,221	0	2,680	0	10222
*Glendale Unified	Member Representative	0	0	0	0	0	0	0	0	0	0
*Verdugo Workforce Development Board	Member Representative	0	0	4	0	0	27	0	39	0	70
Total Participants		**316**	**937**	**72**	**0**	**0**	**6248**	**0**	**2719**	**0**	**10292**

* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

✓ Bioscience

✓ Business

✓ Financial management

✓ Healthcare

✓ Hospitality/Food services

✓ Manufacturing

✓ Retail

✓ Technology

Industries Served - Further Context (optional)

Following the pandemic, several industries and sectors led the recovery of the economic environment. The community began its recovery as businesses reopened and the residents began returning to work. According to data provided by the VWDB, as of 2019, a total of 49,621 businesses reside in the Verdugo tri-city community, with a total of 15,699 of those being women owned businesses, and 14,598 being minority owned. A total of 3,387 of businesses are owned by veterans. A total of 29,153 of those Verdugo businesses are located in the City of Glendale, with 9,018 of those women owned, 8,293 minority owned, and 1,928 veteran owned (US Census, Business and Owner Characteristics).

The VWDB also examines the job ads to identify the Top Occupations that are hiring and passes the data on to GlendaleLEARNS. Monitoring the job ads allows the partners to ensure there is alignment between the training programs that develop the occupational skills and the jobs currently available. GlendaleLEARNS also ensures alignment with the demand industry sectors, the Top Job Ads, as well as the VWDB's target sectors. The Top 10 Verdugo Job Ads shows the greatest hiring in the following industries: Healthcare (Registered Nurses), Retail (Salesperson) and Professional and Business Services (mostly Software Developers) which are in alignment and support these sectors as targets for the VWDB. Retail salesperson has the most job ads even though healthcare has the most employees. Retail typically hires students in part-time positions which typically have high turnover; therefore, the higher number of job ads reflects the challenges that these employers face in maintaining a consistent workforce.

Based on the occupations data, as well as the labor intelligence provided in our Regional Plan, the VWDB reaffirms its target sectors as: healthcare, manufacturing, professional and business services, information, and retail trade. Manufacturing includes: LifeScience, BioScience, and BioTechnology, which are also growth subsectors that are a focus for the VWDB. As a region, the LABRPU is also targeting healthcare, information, and manufacturing. GlendaleLEARNS follows the VWDB's target sectors closely and Short-Term Vocational (STV) programs as well as other programs are aligned to these growth sectors. Further, occupations in these target industries provide opportunities for students to attain employment in middle-skill and mid-level wages allowing them an opportunity for job quality that leads to economic security.

In partnership with the VWDB and using the business voice, GlendaleLEARNS will continue to develop innovative programs including career pathways that will continue to integrate education, English as a Second Language (ESL), paid work-based learning and job placement, to successfully transition the labor force back to full-time employment. The partnership with the VWDB has been a connection to the business community and most importantly, employers that are hiring. In addition to holding the ability to access specific information on the businesses in the community, they also have the business relationships to develop the customized paid work-based learning that meet the needs of the students gaining the work experience needed for full-time permanent employment.

Challenges remain in finding enough open positions specific to the skills of the students while addressing the human capital needs of business. Developing the numerous customized programs, including apprenticeships are a challenge due to limitations on funding and staffing needed to coordinate the development and implementation of programs.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The workforce and education system have worked diligently over the past 10 years to integrate the two systems in Glendale and is recognized as role model in both, the workforce and education systems. The GlendaleLEARNS Coordinator is a VWDB staff member who reports to the CAEP Director. The CAEP Director is also the Dean of

Continuing Education for Glendale Community College (GCC). The GlendaleLEARNS Coordinator works to coordinate adult education partners, coordinates and facilitates monthly GlendaleLEARNS Consortium meetings, coordinates CAEP career pathways, ensures co-enrollment of students with WIOA I and WIOA participants with education. The Verdugo Jobs Center (VJC) and GCC partner to provide participants with education and skills training while VJC focuses on work-based learning, job placement assistance, and supportive services.

The VJC staff are onsite weekly at GCC to meet with students and introduce and co-enroll them to WIOA I services. In addition, VJC staff work with ESL and STV instructors at GCC and to visit their classrooms either in-person or virtually and introduce them to WIOA services including supportive services that may assist students' persistence and retention. Students are co-enrolled with WIOA and provided with supportive services, paid work-based learning to assist them in transitioning to permanent employment, and job placement assistance.

GlendaleLEARNS members and partners rely on the data available through Data Vista (previously Launchboard) to evaluate current levels and trends for education and workforce services. Data included student demographics; trended total enrollments and enrollments by program. Data for outcome trended results were also evaluated including co-enrollment with credit courses, completed Educational Functioning Level (EFL), earned diploma or equivalent, and employment. These data were also presented during a monthly meeting allowing the consortium to evaluate the information and identify opportunities for improvement.

Total enrollments for all CAEP programs in 2023-2024 are 8,724 which represents a year over year (YoY) increase of 24%. A total of 3,674 completed Educational Functioning Level (EFL) gains representing a 54% YoY increase and 1,777 completed a Noncredit Workforce Preparation Milestone, representing a 95% YoY increase. Immigration Integration Milestone completion consisted of 3,089 students representing a 71% YoY and 63 earned a Diploma, GED or High School Equivalent, representing 6% YoY. Participants in ABE consisted of 316, representing a 47% YoY increase, and ASE had a 35% YoY increase with 937 participants, addressing the educational attainment gaps identified through the demographic data. A total of 6,221 were participants in ESL, representing a 24% YoY increase, addressing the needs of the growing new immigrant population in Glendale which includes asylees and refugees. CTE consisted of a total of 2,680 Participants, representing a 54% YoY increase, demonstrating that GlendaleLEARNS is addressing the skills gap needs of students and local employers. The YoY increases represent the growing demand for all adult education services in Glendale. Tracking and reporting is new for some metrics (Noncredit Workforce Preparation Milestone, Immigration Integration Milestone), which show a significant increase from prior year when the metric was not tracked.

A total of 8,425 students had 12 or more hours of instruction or positive attendance hours across all enrollments in an adult education program in 2023-2024. This represents a significant increase from the 7,711 students in 2016-2017, and the 6,613 recorded in 2022-2023. The number of participants who completed or had 48 or more contact hours in a noncredit career education or workforce preparation course increased from 910 in 2022-2023 to 1,777 in 2023-2024. Further, the number of learners or "Adults Served" who had one or more hours of instruction or positive attendance in an adult education program and/or who received services, increased from 7,017 in 2022-2023 to 8,724 in 2023-2024. The increasing number of hours in all metrics represents the focus on persistence as well as connecting with students to increase their experience and sense of belonging in a learning community.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (149AE)

✓ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

Adult Ed Metrics

- English as a Secondary Language (1002)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Transitioned to CTE (636AE)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)

✓ **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Employed Two Quarters After Exit (505AE)

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	7,017	8,724		8,300	8,700	9,000
Student Barriers	English Language Learner (149AE)	5,516	6,751		6,500	6,900	7,200

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Glendale CCD (Reported by Glendale)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	6,613	8,425		8,200	8,400	8,700
Employment & Earnings	Employed Two Quarters After Exit (505AE)	295			300	325	350
Progress	Completed Educational Functioning Level Gain (400AE)	2,384	3,674		3,500	3,600	3,800
Success	Diploma, GED or High School Equivalency (633AE)	59	63		65	70	75
Transition	Transitioned to CTE (636AE)	1,111			1,200	1,400	1,600
Students and Programs	English as a Secondary Language (1002)	5,010	6,221		5,500	6,000	6,500

* Mandatory for all members

Glendale Unified (Reported by Glendale Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Employment & Earnings	Employed Two Quarters After Exit (505AE)				0	0	0
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	English as a Secondary Language (1002)				0	0	0

* Mandatory for all members

Verdugo Workforce Development Board (Reported by Verdugo Workforce Development Board)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	0	0		60	60	60
Employment & Earnings	Employed Two Quarters After Exit (505AE)				45	45	45
Progress	Completed Educational Functioning Level Gain (400AE)				0	0	0
Success	Diploma, GED or High School Equivalency (633AE)				0	0	0
Transition	Transitioned to CTE (636AE)				0	0	0
Students and Programs	English as a Secondary Language (1002)				0	0	0

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Glendale CCD	100%	100%	45%	100%	100%	100%
Verdugo Workforce Development Board	100%	100%	60%	100%	100%	100%

Objectives

Objective #1: Address Educational Needs

Strategies *

GlendaleLEARNS will address educational needs by implementing educational programs that prepare students to enter career pathways and subsequent competitive employment.

Target populations for GlendaleLEARNS include adults who need basic skills education including a high school diploma or equivalent as well as ELL. These target populations were selected based on the demographics and the needs and barriers identified from the demographics. With 12% of Glendale residents aged 25 and over not having a high school diploma, ASE and ABE are needed for these individuals to enter Career Technical Education (CTE) or STVs and successfully complete. Whenever possible, ABE is integrated into STV curricula to address any educational gaps while developing the job skills needed to gain full-time permanent employment. Similarly, almost 70% of Glendale residents speak a language other than English at home and 32% of residents, representing 56,166 individuals, report speaking English less than very well, necessitating ESL to be provided during or before entering career pathways, including CTE or STV programs.

GlendaleLEARNS has several partners including community-based organizations that provide services to new immigrants, asylees and refugees. These partners include JVS SoCal, International Rescue Committee (IRC), and Armenian Relief Society (ARS). According to the partners, Glendale was receiving 2,000 refugee referrals per month from Los Angeles County Department of Public Social Services (DPSS). Over the past four years, GCC ESL classes have held a steady waitlist each semester of more than 1,000 students. One of the requirements for refugees to receive their cash assistance is to enroll in training, including ESL, or find employment. With most refugees waiting months to receive their right to work documents, enrolling in education and training is a viable option.

The GlendaleLEARNS relies on partners to jointly serve ELL and meet their needs to achieve their career and educational goals. The GlendaleLEARNS Coordinator coordinates workshops and classes for ELL with the community-based organizations such as IRC and ARS as well as the Glendale Library Arts & Culture. Partner classes, including ESL, have assisted GCC in managing its waitlist of students until seats open on campus. GCC has added numerous classes and ESL instructors; however, the long waitlists remain as new immigrants continue to enter the community. In addition to ESL, they offer citizenship and acculturation workshops as well as counseling, and legal, and financial services. The number of new immigrants has declined over the past few months due to changes in national policy related to immigration and it is unknown whether declines will continue and eliminate the waiting list.

Partners identified several barriers to employment faced by ELL. Many were common across the priority customer groups including career skills that can assist them in gaining employment with sustainable wages and career progression leading to upward mobility. Barriers that are unique to this population were identified as follows: 1) Academic

issues in writing and speaking; 2) Need childcare services during class; in particular those that are not working and cannot afford to pay for childcare; 3) Some are not literate in their own language which makes ESL more challenging; 4) Many have gaps in basic education, lack of diploma or credentials that were earned in their native country and not recognized in the US.

To address these barriers and needs, the partners have designed customized career pathways to transition these participants to employment that offer competitive wages. The Medical Assistant career pathway was designed as a nine-month program that offers dual credentials for front office and back office medical assistant. Contextual ESL is offered concurrently and includes medical terminology to fully prepare students for their new occupations. The VJC has added 216 hours of paid work-based learning to complete the career pathway and graduates from the program to meet the state certification for medical assistants. Co-enrollment into WIOA I also provide students with supportive services that assist in continuing their training. This strategy has expanded to Dental Assistants and other STVs including Accounting. We also expect to add the paid work-based learning to graduates of the Certified Nursing Assistant (CNA) which is expected to launch in the Fall 2025.

To further prepare participants that are ELL, new courses were added at our GCC Garfield Campus that focus on ESL in the workplace and include common slang and idioms to assist individuals in transitioning effectively into the workplace. The partners will continue to design and implement career pathways that are customized to the needs of ELL participants.

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. **Utilizing Data**

   ✓ **Quarterly reviews of student data**

2. **Providing Professional Development**

   ✓ **Attendance for education providers at workshops, webinars, and conferences**

3. **Identifying Best Practices**

   ✓ **Alignment of practices and procedures across the consortium**

4. **Offering Flexible Courses and Services**

   ✓ **Hybrid and hyflex delivery to meet students where they are**

   Not Entered

Additional Context (optional)

GlendaleLEARNS will continue to develop career pathways for priority populations.

Based on the environmental scan and other assessments conducted during the planning process, priority populations were identified as: ELL, AWD, those who are low income and those with low educational levels, including those without a high school diploma or equivalent. 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 or offers contextualized ABE and ESL concurrently with STV programs. Through its partnership with VJC, paid work-based learning 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 pathways 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 program offers concurrent contextualized 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 when developing new career pathway opportunities that meet the needs of students as well as local employers.

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

✓ Develop or Improve Professional Development Activities

✓ Develop or Improve Community Partnerships

✓ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities

✓ Develop or Improve Wraparound Services for Students and Families

✓ Develop or Improve Dual Enrollment or Onramp to Community College

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

✓ Develop or Identify Industry and Workforce Needs Courses

✓ Better Use of Data and Analytics to Evaluate Services

✓ Increase Staff Training and Development

✓ Enhance Marketing and Messaging Efforts

✓ Enhance Student Completion

Not Entered

Additional Context (optional)

Strategy: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners.

GlendaleLEARNS has relied on co-enrollments with partners to provide expanded services to students as well as to increase effectiveness of all CAEP services. Using the VJC for externships is one example; however, co-enrollments also occur with other partners including Department of Rehabilitation and Lanterman Regional Center for AWD. Paid work-based learning, supportive services, work readiness and job placement are all services that are provided by partners through co-enrollment of students. Co-enrollment with partners also expands the access to supportive services. Supportive services also support persistence and retention because VJC requires students to be enrolled in adult education in order to receive them. The need continues to increase supportive services for mental health and counseling services in this post-pandemic era as individuals

struggle to return to daily life. Further, the uncertainty of the economic landscape and labor market also is a source of stress that students continue to work through. The need for all supportive services continue and are expected to continue through 2028.

A second Strategy was also defined for Objective 3: Improve Effectiveness of Services, with the strategy to Implement Professional Development Opportunities to Ensure Leaders, Staff and Faculty Have the Knowledge and Skills Needed to Meet Community Needs for Adult Education and Workforce Development.

Leveraging resources to improve effectiveness has also occurred with the GlenedaleLEARNS 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 2025-2028, and will include any additional trainings identified as needed by the members and partners.

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Develop and implement career pathways

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will develop and implement comprehensive career pathways for target populations. The comprehensive career pathway will include contextual ABE and/or ESL integrated into curricula or offered concurrently. Work-based learning opportunities, paid whenever possible, will also be offered to complete the comprehensive career pathway and to assist students in transitioning to permanent employment. Career pathways will be in alignment with the target industries to ensure that training is provided in demand occupations and industries. This activity directly addressed educational needs of the students with multiple barriers and the Strategy to Develop Career Pathways for Priority Populations. GCC will lead the development or customization of the technical training and will rely on VWDB and VJC to develop the paid work-based learning opportunities. Other partners including ARS, IRC, JVS ScCal and Library, can assist with student referrals and DOR and Lanterman can co-enroll students with disabilities.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Identification of STV to be offered within the career pathway, using data from VWDB to support in-demand occupation. Identify specific partner roles in project.

Intermediate Outcomes (1-3 Years) *

Complete process for implementing STV including identification of funding. Recruit students and launch pilot.

Long-Term Outcomes (3-5 Years) *

Launch full career pathway with a minimum of 20 students per cohort and achieve 70% placement rate or better.

Adult Education Metrics and Student Barriers

- Employment & Earnings: Employed Two Quarters After Exit (505AE)
- Progress: Completed Educational Functioning Level Gain (400AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Training	Glendale CCD	06/30/2028

Activity Name *

Continue partnerships to offer work-based learning

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will continue its partnership with VWDB who is well connected with employers in the local communities and specializes in developing work-based learning opportunities including job placement opportunities, as funding permits. Students from career pathways or STV will be targeted for these opportunities. Paid work-based learning will be offered whenever possible and as funding permits to assist students with income while they complete their training and gain work experience as well as to ease the transition to permanent, full-time employment.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Execute contract and MOU with VWDB to maintain partnership and focus on employer engagement.

Intermediate Outcomes (1-3 Years) *

Continue annual renewal of contract and MOU. Establish work-based learning for all career pathway or STV students who are ready to begin employment.

Long-Term Outcomes (3-5 Years) *

Achieve 70% job placement rate for career pathway or STV students.

Adult Education Metrics and Student Barriers

- Employment & Earnings: Employed Two Quarters After Exit (505AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2028
Continue employer engagement as funding permits	Verdugo Workforce Development Board	06/30/2028

Activity Name *

Transition youth to adult post-secondary education

Brief Description of Activity and Significance of Activity to Outcome *

Continue to transition disconnected and other opportunity youth to post-secondary education including adult education and CTE and STV program as needed. Continue to work with partners to capture youth not completing high school or at risk and transition to adult ed for credit recovery or ASE Capture graduating young adults and transition to CTE or STV and assist transitioning to permanent full-time employment or higher education.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Include transition of students in CAEP MOU with GUSD and GYA. GYA continues providing onsite services on a weekly basis..

Intermediate Outcomes (1-3 Years) *

 Track and Report outcomes for young adults. Renew CAEP MOU with GUSD and GYA. GYA continues providing onsite services on a weekly basis..

Long-Term Outcomes (3-5 Years) *

Report outcomes for young adults. Renew CAEP MOU with GUSD and GYA. GYA continues providing onsite services on a weekly basis..

Adult Education Metrics and Student Barriers

- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2026
Student Referrals to GCC	Glendale Unified	06/30/2028

Activity Name *

Student transition from ESL to CTE/STV

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will develop awareness and outreach to support transition from ESL to vocational programs including CTE, STV or comprehensie career pathways to assist in transitioning adults to the work environment. As a target population, GlendaleLEARNS will focus on transitioning ESL students to additional skills training to assist in obtaining permanent full-time employment.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Track and report students who transition from ESL to CTE or STV.

Intermediate Outcomes (1-3 Years) *

Continue Track and report students who transition from ESL to CTE or STV.

Long-Term Outcomes (3-5 Years) *

Increase the number of ESL students who transition from ESL to CTE or STV.

Adult Education Metrics and Student Barriers

- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Training	Glendale CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Implement bridge programs in ABE/ASE/ESL

Brief Description of Activity and Significance of Activity to Outcome *

Implement ABE/ASE/ESL courses that are either integrated into career pathway training or offered concurrently in order to bridge ecucational gaps and ensure persistence and successful completion of programs.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Increase enrollments into ABE or ASE or ESL. Increase EFL.

Intermediate Outcomes (1-3 Years) *

Increase enrollments into ABE or ASE or ESL. Increase EFL. Successful completion of pathway training or STVs.

Long-Term Outcomes (3-5 Years) *

Increase enrollments into ABE or ASE or ESL. Increase EFL. Successful completion of pathway training or STVs.

Adult Education Metrics and Student Barriers

- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Training	Glendale CCD	06/30/2028

Activity Name *

Resume College and Career Pathways

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will re-assess the College and Career Pathways curriculum and update as needed prior to implementation. Program will expand services to students with disabilities and will be used to assist in transitioning students to CTE as well as other programs. This will increase the number of students with disabilities served by the Consortium.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Redesign or update curriculum to ensure relevancy and it will meet needs of students with disabilities.

Intermediate Outcomes (1-3 Years) *

Recruit students with disabilities and pilot programs.

Long-Term Outcomes (3-5 Years) *

Continue recruitment of students and fully launch program.

Adult Education Metrics and Student Barriers

- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Training	Glendale CCD	06/30/2028

Activity Name *

Integrate bridge programs in CTE/STV programs

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will focus on developing a contextual ABE bridge program into a career pathway. By integrating a bridge program, students are able to bridge their educational gap while developing technical skills to prepare for in-demand occupations. Implementing career pathways with integrated bridge programs also assists in addressing the needs of students with basic skills or English language needs.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Identify a bridge program that can be integrated into career pathway. Identify a career pathway that can support the integration of a bridge program.

Intermediate Outcomes (1-3 Years) *

Design the brdige program customized to the careeer pathway.

Long-Term Outcomes (3-5 Years) *

Implement contextual bridge program in career pathway.

Adult Education Metrics and Student Barriers

- Progress: Completed Educational Functioning Level Gain (400AE)
- Students and Programs: English as a Secondary Language (1002)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Training	Glendale CCD	06/30/2028

Objective #3: Improve Effectiveness of Services

Activity Name *

Partnership with VWDB to leverage resources

Brief Description of Activity and Significance of Activity to Outcome *

Continue partnership with VWDB to leverage resources through co-enrollments to access WIOA funding for students whenever possible, including providing supportive services and job placement assistance as funding permits.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Execute MOU that includes leveraging of resources. Maintain level of co-enrollment as funding permits.

Intermediate Outcomes (1-3 Years) *

Renew MOU that includes leveraging of resources. Increase level of co-enrollment as funding permits.

Long-Term Outcomes (3-5 Years) *

Renew MOU that includes leveraging of resources. Increase level of co-enrollment as funding permits.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2028
Continue co-enrollments	Verdugo Workforce Development Board	06/30/2028

Activity Name *

Participate in WIOA planning activities

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS partners will continue participating in the WIOA local and regional planning activities to ensure that adult education, including the needs of students are addressed in the plans and to ensure alignment across the plans. Partners can participate in the community forums held to gather stakeholder input. Further, partners can review the plans and provide input during the public comment periods. Local and regional workforce development plans will be posted on the GlendaleLEARNS website along with the CAEP Three Year Plan.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

No outcome for 2025-2026. GlendaleLEARNS recently participated in the community forums and provided input into the 2025-2028 Local and Regional Workforce Development Plans.

Intermediate Outcomes (1-3 Years) *

GlendaleLEARNS will participate in community forums and planning activities to produce the 2-year modifications for the Local and Regional plans.

Long-Term Outcomes (3-5 Years) *

GlendaleLEARNS will participate in community forums and planning activities to produce the new WIOA 4-year Local and Regional Plans

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Provide input to WIOA plans	Glendale CCD	06/30/2028
Provide input to WIOA plans	Glendale Unified	06/30/2028
Provide input to WIOA plans	Verdugo Workforce Development Board	06/30/2028

Activity Name *

Continue Strategic Co-Enrollment

Brief Description of Activity and Significance of Activity to Outcome *

GlendaleLEARNS will continue strategic co-enrollments with WIOA and non-WIOA partners to leverage resources. Partner services function as portals to adult education and can co-enroll students to continue receiving services from both partners in order to provide the wrap-around services students with multiple barriers need to successfully complete programs, enter higher ed, and/or obtain employment. A priority for partnerships is to access additional supportive services for students including academic, career, mental health and disabled students counseling.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Continue including cross-referrals in partner MOUs. Continue tracking and reporting co-enrollments.

Intermediate Outcomes (1-3 Years) *

Continue including cross-referrals in partner MOU renewals. Continue tracking and reporting co-enrollments.

Long-Term Outcomes (3-5 Years) *

Continue including cross-referrals in partner MOU renewals. Continue tracking and reporting co-enrollments.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2028

Activity Name *

Partner presentations during monthly meetings

Brief Description of Activity and Significance of Activity to Outcome *

Partners will be scheduled during monthly meetings to present updates on their programs, services, eligibility requirements and referral process to those services. This will update partner staff and faculty on services available for cross-referral of students to promote strategic co-enrollments. This activity will assist in addressing the second Strategy for Objective 3: Implement Professional Development Opportunities to Ensure Leaders, Staff and Faculty Have the Knowledge and Skills Needed to Meet Community Needs for Adult Education and Workforce Development. At least one partner will be scheduled at each monthly meeting to contribute to professional development of staff and faculty.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-

bound (SMART).

Short-Term Outcomes (12 Months) *

One partner presentation at each monthly meeting.

Intermediate Outcomes (1-3 Years) *

One partner presentation at each monthly meeting.

Long-Term Outcomes (3-5 Years) *

Presentation by any new partners that have not already presented.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2028

Activity Name *

Access Labor Market Information

Brief Description of Activity and Significance of Activity to Outcome *

Partner with VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas. Labor market information will be customized as much as possible to include specific data and information on the City of Glendale and not just Los Angeles / Long Beach Metropolitan Statistical Area.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

GlendaleLEARNS partners, staff, faculty receive reports on a quarterly basis.

Intermediate Outcomes (1-3 Years) *

GlendaleLEARNS partners, staff, faculty receive reports on a quarterly basis.

Long-Term Outcomes (3-5 Years) *

GlendaleLEARNS partners, staff, faculty receive reports on a quarterly basis.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Maintain Partnership	Glendale CCD	06/30/2028
Provide labor market reports	Verdugo Workforce Development Board	06/30/2028

Activity Name *

Establish communication system for all partners

Brief Description of Activity and Significance of Activity to Outcome *

Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty. Communication should include the types of programs available, new programs implemented and updates on services available to share with students and participants.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Launch new GlendaleLEARNS website.

Intermediate Outcomes (1-3 Years) *

Expand communication abilities available through website.

Long-Term Outcomes (3-5 Years) *

Implement any updates needed to expand communication and share information on the website.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Expand communication system	Glendale CCD	06/30/2028

Activity Name *

Implement CAEP and GlendaleLEARNS Orientation

Brief Description of Activity and Significance of Activity to Outcome *

Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty. Due to changes in staffing as well as changes in CAEP and GlendaleLEARNS, an orientation will be scheduled to be provided to all current partners and members to ensure everyone is updated and knowledgeable on CAEP. The orientation will be scheduled periodically throughout each program year to ensure all new partners, staff and faculty are trained on CAEP and GlendaleLEARNS, contributing to professional development. New members will receive the orientation during the onboarding process.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Update current orientation slide presentation. Conduct 1 orientation during a monthly meeting.

Intermediate Outcomes (1-3 Years) *

Conduct at least 1 orientation annually to keep all partners, members, staff and faculty updated on CAEP and GlendaleLEARNS.

Long-Term Outcomes (3-5 Years) *

Conduct at least 1 orientation annually to keep all partners, members, staff and faculty updated on CAEP and GlendaleLEARNS.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Professional Development	Glendale CCD	06/30/2028
Profession	Verdugo Workforce Development Board	06/30/2028

Activity Name *

Expand facility and staffing

Brief Description of Activity and Significance of Activity to Outcome *

As funding and policies permit, GlendaleLEARNS will focus on expanding access to facilities to conduct additional community events, expand classroom space and increase access to adult education across the community. To support the expansion, staffing will also be targeted for expansion to increase administrative front office support and support increased enrollments, MIS/data management support, program coordination (healthcare), and counseling support.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

Explore opportunities and funding to support expansion in facilities and staffing. Create plan for expansion in facilities and staffing.

Intermediate Outcomes (1-3 Years) *

Implement expansion plan including the facility expansion and hiring of staff.

Long-Term Outcomes (3-5 Years) *

Complete the expansion plan including the facility expansion and hiring of staff.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Facilities and Staffing Expansion	Glendale CCD	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Glendale CCD	$7,595,312	Certified
Glendale Unified	$0	Certified
Verdugo Workforce Development Board	$0	Certified
Totals	**$7,595,312**	**3/3 Certified**

Funds Evaluation *

The GCC was selected as the fiscal agent for GlendaleLEARNS by unanimous vote from the members when the consortium was established in 2014. GCC is the recipient of the grant funds for the CAEP and allocates funds for programs in the seven allowable areas including: ABE, ASE, ESL, and technical training in accordance with its member plan. Administrative, indirect, as well as contractual services are also provided to effectively operate CAEP throughout the program year. Funds allocated to the VWDB member is accomplished using a contractual agreement as required by the members' administrative entities. Although there are three members, only GCC and VWDB provide adult education programs that are eligible for funding. Therefore, GUSD does not receive an allocation; however, retains all voting rights as a member of the Board of Directors. Allocations are documented in the Consortium Fiscal Administration Declaration (CFAD), approved by the members in a public meeting for transparency, and submitted to the state via the NOVA system.

Member plans delineate planned expenditures throughout the year and guide the quarterly expense reports. Should any changes occur, the member plans will be modified and approved by the members. Program area reports are used to track leveraged resources as well as how funds were expended relative to performance outcomes. The prior year Program Area Report is considered when allocating resources in the next program year. Most recent changes have made it challenging to allocate resources based on prior year. The influx of new immigrants to the area increased enrollment in adult education and filling both in-person and distant learning ESL courses. The demand for ESL left a waitlist of more than 1,000 students each semester for the past two years. With recent changes in immigration policies, the demand for ESL had declined as well as the waitlist as immigration has declined. These significant changes will require projections that may be very different from the prior Program Area Report allocations. Further, the WIOA Phase II MOU completed by partners also delineate the cost associated with programs and services provided to co-enrolled participants. This information allows GlendaleLEARNS to estimate and track leveraged resources.

Labor Market Report: Verdugo Region

The Verdugo Workforce Development Board (VWDB) envisions an economically vibrant, tri-city region with thriving businesses, youth, and job-seekers on career paths that reflect their highest potential.

ANNUAL UNEMPLOYMENT RATES BY CITY

Burbank: 5.1% (2018), 4.4% (2019), 10.4% (2020), 8.2% (2021), 5.5% (2022), 6.9% (2023), 7.3% (2024), 7.0% (2025)

Glendale: 4.3% (2018), 3.6% (2019), 9.9% (2020), 7.0% (2021), 4.2% (2022), 4.9% (2023), 5.6% (2024), 5.... (2025)

La Cañada Flintridge: 2.0% (2018), 1.7% (2019), 5.1% (2020), 3.7% (2021), 1.9% (2022), 3.5% (2023), 4.0% (2024), 3.7% (2025)
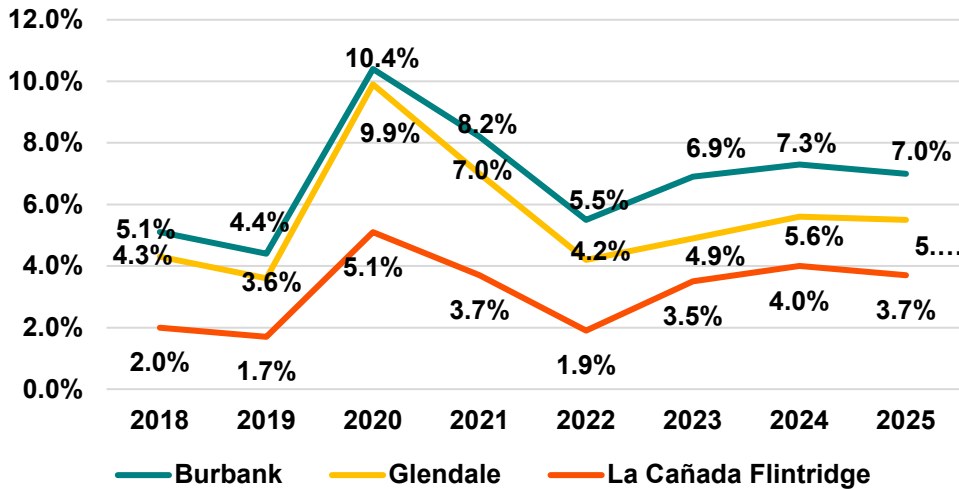
Unemployment Rates Comparison

Verdugo:	5.6%
LA County:	5.4%
California:	5.0%
USA:	3.9%

UNEMPLOYMENT RATES COMPARISON

The unemployment rate increased in the Verdugo Region and LA County.

Legend: December 2020, November 2021, December 2022, December 2023, May 2025

BURBANK: 10.4%, 8.2%, 5.5%, 6.9%, 7.0%
GLENDALE: 9.9%, 7.0%, 4.2%, 4.9%, 5.5%
LA CAÑADA FLINTRIDGE: 5.1%, 3.7%, 1.9%, 3.5%, 3.7%
VERDUGO: 9.8%, 7.2%, 4.5%, 5.5%, 5.9%
LOS ANGELES COUNTY: 10.7%, 7.1%, 4.4%, 5.0%, 5.4%
CALIFORNIA: 8.8%, 5.4%, 3.7%, 5.1%, 4.9%
USA: 6.7%, 4.2%, 3.3%, 3.7%, 4.0%
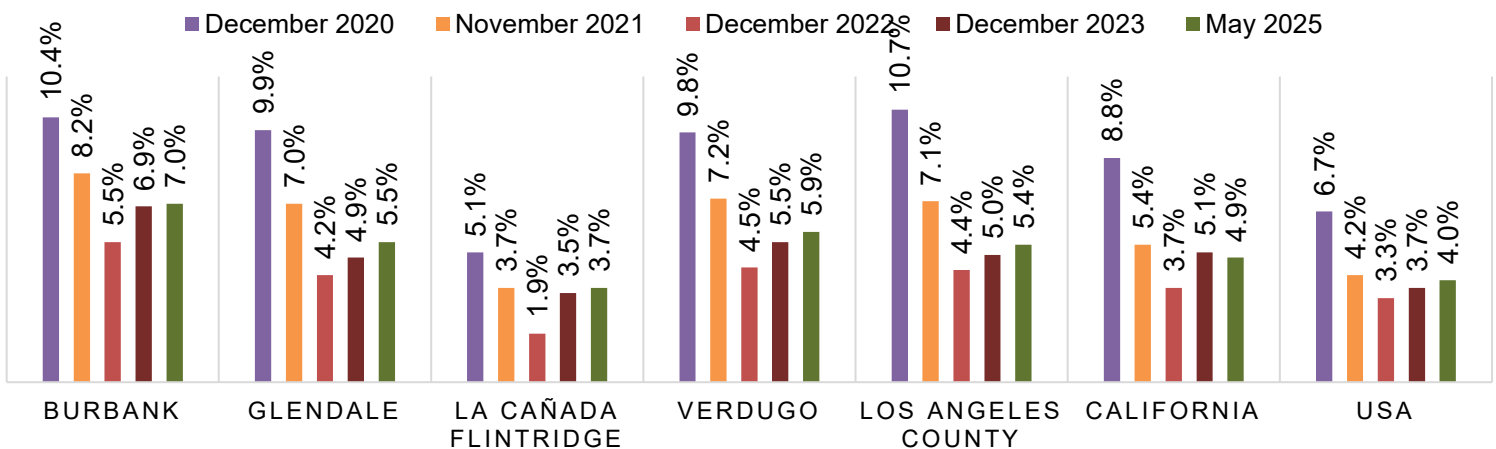
VERDUGO REGION LABOR FORCE (RESIDENTS)

La Cañada Flintridge	Burbank	Glendale	Total
8,800	57,000	95,800	161,600

Labor force numbers are based on EDD estimates of the number of residents who earned at least $1 during the reporting period. These residents may be working outside of the Verdugo Consortium. The total Verdugo labor force as of April 2025 is 161,600.

CITIES WITH THE MOST JOB ADS

Cities with Most Job Ads

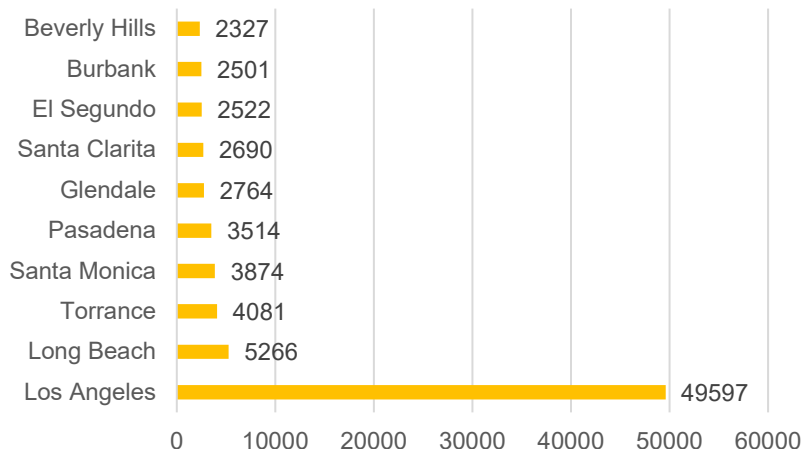| City	Job Ads
Beverly Hills	2327
Burbank	2501
El Segundo	2522
Santa Clarita	2690
Glendale	2764
Pasadena	3514
Santa Monica	3874
Torrance	4081
Long Beach	5266
Los Angeles	49597

Help Wanted Online from The Conference Board and *WANTED Technologies* report the top ten cities in the Los Angeles County with the most job ads. Consistently, Burbank and Glendale are reported amongst these top ten cities with the number of job ads posted for the reporting month. This indicates the economic vibrancy of the businesses in the Verdugo community relative to the other cities located in the region.

TOP OCCUPATIONS IN JOB ADS – VERDUGO AREA

OCCUPATION	# OF JOB ADS
1. Registered Nurses	276
2. Retail Salespersons	262
3. First-Line Supervisors of Retail Sales Workers	121
4. Security Guards	116
5. Customer Service Representatives	111
6. Fast Food and Counter Workers	109
7. Home Health and Personal Care Aides	94
8. Medical and Health Services Managers	81
9. Food Service Managers	76
10. Lawyers	72

The total number of job ads for the Top 10 Occupations decreased from 1,418 in April 2025 to 1,318 in May 2025.

TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA

The Walt Disney Company	Adventist HealthCare	Spectrum	Providence Health & Services	AlliedUniversal
337 Ads **(-1%)**	94 Ads **(-25%)**	112 Ads **(8%)**	100 Ads **(-11%)**	74 Ads **(16%)**

*Increase/Decrease from April 2025 Verdugo LMI report.

DEFINITIONS

Labor force: Persons classified as employed or unemployed.

Employed persons: Persons 16 years and over in the civilian noninstitutional population who, during the reference week, (a) did any work at all (at least 1 hour) as paid employees; worked in their own business, profession, or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of the family; and (b) all those who were not working but who had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job. Excluded are persons whose only activity consisted of work around their own house (painting, repairing, or own home housework) or volunteer work for religious, charitable, and other organizations.

Unemployed persons: Persons aged 16 years and older who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Unemployment rate: The unemployment rate represents the number unemployed as a percent of the labor force.

STV 34 — Filing Fundamentals - Covers the use of indexing rules to file alphabetically,

3218	MW	12:30 pm — 3:00 pm (+3 hrs. online per week)	9/3-10/1	REMOTE/HYBRID

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

3172	MW	12:30 pm — 3:00 pm (+3 hrs. online per week)	10/6-11/1	REMOTE/HYBRID
3171	TU	8:30 am — 11:00 am (+1.5 hrs. online per week)	10/27-12/17	REMOTE/HYBRID

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

3174	TBA	Online	11/11-12/17	Online
3173	TTH	8:00 am — 12:00 pm (+8 hrs. online per week)	9/16-10/23	REMOTE/HYBRID

STV 50 — Customer Service Skills — Hybrid This course is partially online. First day attendance is required . This course covers office procedures, telephone skills, problem solving, interpersonal communication, and other business issues.

3175	TTH	8:00 am — 12:00 pm (+8 hrs. online per week)	10/28-11/6	REMOTE/HYBRID
3396	TTH	8:00 am — 12:00 pm (+8 hrs. online per week)	9/2-9/11	REMOTE/HYBRID

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

3189	MTWTH	8:00 am — 7:00 pm MP 309	7:00 pm — 9:00 pm REMOTE
	F	8:00 am —12:00 pm MP 309	12:30 pm — 4:30 pm REMOTE
	S	8:00 am — 3:00 pm	REMOTE

GLENDALE COMMUNITY COLLEGE
GARFIELD CAMPUS

GLENDALE COMMUNITY COLLEGE — GARFIELD CAMPUS

TUITION - FREE
Fall 2025

CONTINUING EDUCATION
SHORT TERM VOCATIONAL

BUSINESS AND COMPUTER CLASSES

September 2 — December 17, 2025

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

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

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

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

Registration Begins July 21

*STV 11 — Beginning Keyboarding

3196	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
3197	MTWTH	12:30 pm — 4:30 pm		MP 315
3158	MTWTH	4:30 pm — 8:30 pm		REMOTE

*STV 12 — Intermediate Keyboarding

3195	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
3198	MTWTH	12:30 pm — 4:30 pm		MP 315
3159	MTWTH	4:30 pm — 8:30 pm		REMOTE

*STV 13 — Advanced Keyboarding

3194	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
3199	MTWTH	12:30 pm — 4:30 pm		MP 315
3160	MTWTH	4:30 pm — 8:30 pm		REMOTE

STV 70 — Introduction to Computers

3279	MW	9:00 am — 11:00 am (+4 hrs. online per week))	10/13-10/22	REMOTE/HYBRID
3180	TTH	12:30 pm — 4:30 pm	9/2-9/11	MP 316
3283	TTH	5:30 pm — 9:30 pm	10/14-10/23	REMOTE
3397	MW	5:30 pm — 9:30 pm	9/2-9/10	REMOTE

STV 206 — Home Caregiver / Aide I

3472	W	8:00 am — 12:00 pm	9/2-11/22	SO 103

*STV 210 — Dental Front Office - Topics include: Dental Terminology, Office Procedures, Billing and Coding techniques and Dental Software. may join at any time

3479	TTH	9:00 am — 12:00 pm	REMOTE

*STV 212 — Administrative Medical Assisting I - This course includes: Medical Terminology, Front Office Procedures, Medical Billing and Coding, Medical Transcription and Medical Software. may join at any time

3469	MTWTH	8:30 am — 10:30 am	MW REMOTE	TTH SO 102
3470	MTWTH	11:00 am — 3:00 pm	TTH REMOTE	MW SO 102
3471	MTWTH	4:00 pm — 8:00 pm	TTH REMOTE	MW SO 102

STV 215 — Clinical Medical Assisting - Covers the use of indexing

3478	MTWTH	8:30 am — 12:30 pm	MP 115

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

3265	MW	12:30 pm — 3:00 pm (+3 hrs. online per week)	11/3-11/22	REMOTE/HYBRID

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

3170	MW	12:30 pm — 3:00 pm (+3 hrs. online per week)	11/24-12/17	REMOTE/HYBRID
3451	TU	8:30 am — 11:00 am (+1.5 hrs. online per week)	9/2-10/25	REMOTE/HYBRID

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

3162	MWF	8:00 am — 12:00 pm	REMOTE
3163	S	8:00 am — 12:00 pm	REMOTE
3205	TTH	12:30 pm — 4:30 pm	MP 314
3164	TTH	5:00 pm — 9:00 pm	REMOTE

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

3165	MWF	8:00 am — 12:00 pm	REMOTE
3166	S	8:00 am — 12:00 pm	REMOTE
3206	TTH	12:30 pm — 4:30 pm	MP 314
3190	TTH	5:00 pm — 9:00 pm	REMOTE

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

3167	MWF	8:00 am — 12:00 pm	REMOTE
3168	S	8:00 am — 12:00 pm	REMOTE
3207	TTH	12:30 pm — 4:30 pm	MP 314
3169	TTH	5:00 pm — 9:00 pm	REMOTE

STV 71 — Computer Basics/ESL Learners

3417	MTWTH	5:30 pm — 9:30 pm	9/2-9/27	MP 316
3418	MTWTH	5:30 pm — 9:30 pm	9/29-10/22	MP 316
3419	MTWTH	5:30 pm — 9:30 pm	10/27-11/22	MP 316
3420	MTWTH	5:30 pm — 9:30 pm	11/24-12/17	MP 316

STV 80 — Windows

3182	MW	9:00 am — 11:00 am (+4 hrs. online per week))	10/27-11/5	REMOTE/HYBRID
3181	TTH	12:30 pm — 4:30 pm	9/16-9/25	MP 316
3284	TTH	5:30 pm — 9:30 pm	11/11-11/22	REMOTE

STV 140 — Internet

3277	TTH	12:30 pm — 4:30 pm	9/30-10/9	MP 316
3450	S	12:30 pm — 4:30 pm	10/27-11/22	REMOTE
3285	TTH	5:30 pm — 9:30 pm	10/28-11/8	REMOTE

STV 72 — Google Workspace Fundamentals

3215	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	9/29-10/22	REMOTE/HYBRID

STV 73 — Google Workspace Intermediate

3192	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	10/27-11/19	REMOTE/HYBRID

M = Monday T = Tuesday W = Wednesday TH = Thursday F = Friday S = Saturday

STV 90 — Beginning Microsoft Excel

3204	MW	9:00 am — 11:00 am (+4 hrs online per week)	9/3-10/8	REMOTE/HYBRID
3208	S	8:00 am — 12:00 pm	9/6-11/22	REMOTE
3289	TTH	12:30 pm — 2:30 pm (+4 hrs. online per week)	9/30-11/6	REMOTE/HYBRID
3400	MW	5:30 pm — 9:30 pm	11/12-12/17	REMOTE

STV 91 — Microsoft Advanced Excel

3183	TTH	12:30 pm — 2:30 pm (+4 hrs online per week)	11/11-12/16	REMOTE/HYBRID

STV 95 — QuickBooks Automated Accounting

3401	TTH	8:00 am — 12:00 pm	10/27-11/19	MP 316
3217	S	12:30 pm — 4:30 pm	9/6-10/25	REMOTE
3213	MW	5:30 pm — 9:30 pm	10/27-11/19	REMOTE

STV 97 — Sage 50 Automated Accounting

3421	MW	5:30 pm — 9:30 pm	9/15-10/11	REMOTE

STV 100 — Beginning Microsoft Word

3184	TTH	9:00 am — 11:00 am (+4 hrs. online per week)	9/2-10/9	REMOTE/HYBRID
3403	MW	9:00 am — 11:00 am (+4 hrs online per week)	11/12-12/17	REMOTE/HYBRID
3280	MW	12:30 pm — 4:30 pm	9/3-10/8	MP 316
3402	TTH	1:00 pm — 3:00 pm	9/2-11/22	MP 212
3278	TTH	12:30 pm — 4:30 pm	10/14-11/19	MP 316

STV 101 — Advanced Microsoft Word

3268	MW	12:30 pm — 4:30 pm	10/13-11/19	MP 316

STV 111 — Microsoft PowerPoint

3290	TTH	9:00 am — 11:00 am (+4 hrs online per week)	10/13-11/8	REMOTE/HYBRID
3185	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	9/3-9/24	REMOTE/HYBRID
3186	TTH	12:30 pm — 4:30 pm	11/24-1217	MP 316

STV 113 — Microsoft Access

3210	TTH	5:30 pm — 9:30 pm	9/2-10/9	REMOTE

STV 115 — Introduction to Microsoft Publisher

3292	TTH	9:00 am — 11:00 am (+4 hrs online per week)	11/11-12/16	REMOTE/HYBRID

STV 138 — Microsoft Outlook

3212	TTH	12:30 pm — 2:30 pm (+4 hrs online per week)	9/2-9/25	REMOTE/HYBRID
3188	TTH	12:30 pm — 4:30 pm	11/25-12/16	MP 316

STV 150 — Integrated Technology

3214	MW	12:30 pm — 2:30 pm (+4 hrs online per week)	11/24-12/17	REMOTE/HYBRID
3483	TTH	5:30 pm — 9:30 pm	11/24-12/16	REMOTE

M = Monday T = Tuesday W = Wednesday TH = Thursday F = Friday S = Saturday

Lifelong LEARNING

Fall 2025
September 2 – December 17, 2025
Classes are Tuition Free

...An opportunity to participate in unique education programs designed for interested people of all ages

Contemporary World Issues
LLS 10 #3410   Sparr Heights Community Center   Monday   2:00pm.-4:15pm.   Joanna Saporito
9/2-12/17/2025   1613 Glencoe Way, Glendale, CA 91208

Quality of Life
LLS 21 #3360   Sparr Heights Community Center   Wednesday   3:00pm.-5:00pm.   Joanna Saporito
9/2-12/17/2025   1613 Glencoe Way, Glendale, CA 91208

The Simple Life
LLS 26 #3362   Maple Park   Thursday   10:00am.-12:00pm.   Sandra Ferguson
9/2-10/11/2025   820 East Maple Street, Glendale, CA 91205

LLS 26 #3363   Maple Park   Thursday   10:00am.-12:00pm.   Sandra Ferguson
10/13-11/22/2025   820 East Maple Street, Glendale, CA 91205

Discovering Yourself Through Memoir Writing and More
LLS 30 #3146   REMOTE   Wednesday   1:00pm.-3:00pm.   Meredith Rish
9/2-12/17/2025

Balance and Mobility
LLS 40 #3364   Pacific Park   Wednesday/Friday 9:00am.-10:30am.   Garland Gibbs
9/2-12/17/2025   501 South Pacific Avenue, Glendale, CA 91204

Strength Training for the Older adult
LLS 40 #3365   Pacific Park   Wednesday/Friday 10:30am.-12:00pm.   Garland Gibbs
9/2-12/17/2025   501 South Pacific Avenue, Glendale, CA 91204

Film Appreciation

LLS 72 #3460 9/2-10/4/2025	Garfield Campus Room MP 212 1122 E. Garfield, Glendale, CA 91205	Thursday	1:00pm.-3:30pm.	Sandra Ferguson
LLS 72 #3461 10/6-11/8/2025	Garfield Campus Room MP 212 1122 E. Garfield, Glendale, CA 91205	Thursday	1:00pm.-3:30pm.	Sandra Ferguson
LLS 72 #3462 11/11-12/17/2025	Garfield Campus Room MP 212 1122 E. Garfield, Glendale, CA 91205	Thursday	1:00pm.-3:30pm.	Sandra Ferguson

Magic: The Principles of Illusion

LLS 73 #3366 9/2-12/17/2025	REMOTE	Friday	10:00am.-12:00pm.	Garrett Camilleri

Acting Improvisation

LLS 80 #3367 9/2-112/17/2025	Maple Park 820 East Maple Street, Glendale, CA 91205	Monday	10:00am.-12:00pm.	Karen Baughn

Art History

LLS 30 #3368 9/2-10/18/2025	REMOTE	Thursday	10:00am.-12:00pm.	Garrett Camilleri
LLS 30 #3369 10/20-12/06/2025	REMOTE	Thursday	10:00am.-12:00pm.	Garrett Camilleri

Ancient Civilization of the World

LLS 10 #3145 9/2-12/17/2025	Sparr Heights Community Center 1613 Glencoe Way, Glendale, CA 91208	Friday	12:30pm.-2:30pm.	Patricia Depew

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Glendale Community College Lifelong Learning Seminars offers classes designed for mature adults seeking Educational opportunities. ALL CLASSES ARE FREE.

Register on line at www.glendale.edu   for further information, please call **(818) 240-1000 ext. 5690.**

GLENDALE
COMMUNITY COLLEGE

Lifelong Learning Classes
Glendale College Continuing Education

FREE CLASSES
Starting September 2, 2025

Pre-registration required. Information at **www.garfield.glendale.edu/apply**

- **Fall semester runs from September 2 to December 17**
- **Join classes throughout the semester**
- **In-person and online classes available**

Acting Improv

Discover your inner performer through engaging theater games and improvisations designed specifically for adults seeking to build confidence and master the art of authentic communication.

Contemporary World Issues

Stay informed and engaged with the world around you in this dynamic discussion-based class where you'll explore today's most pressing global issues alongside fellow lifelong learners. Join thoughtful conversations about current social, political, and cultural events while gaining fresh perspectives and deeper understanding of our interconnected world.

Digging Deeper: The Human-Plant Connection

Explore our innate desire to connect with nature with hands-on activities. Experience the benefits of interacting with plants including stress reduction, improved cognitive function, better physical health and increased social connection.

Memoir Writing

Transform your life experiences into compelling written stories in this hands-on memoir writing course, where you'll learn proven techniques to craft vivid, meaningful narratives from your personal memories. Through guided writing exercises and supportive group sharing, you'll discover how to bring your unique stories to life on the page while connecting with fellow writers on their own memoir journeys.

Explore more classes on back page...

Film Appreciation

Rediscover the magic of cinema while sharpening your mind in our Film Appreciation course, where classic and contemporary movies become windows into history, society, and the art of storytelling. Join fellow film enthusiasts in lively discussions that connect the golden age of Hollywood to today's world, exploring how the movies we love reflect the times that shaped them.

Magic: The Art of Illusion

Master the mysteries that captivate audiences—learn professional magic techniques from intimate close-up illusions to commanding stage performances that will amaze your friends and family.

Ancient Civilizations

Journey through time to discover the fascinating world of ancient civilizations, from Egypt and Mesopotamia to Greece and Rome, exploring their remarkable achievements, daily life, and lasting impact on our modern world. Each session brings a different civilization to life through historical insights and archaeological discoveries that reveal how these ancient peoples shaped the foundations of human society.

The Simple Life

Discover how philosophical traditions of simple living can transform your approach to relationships, community, and culture in our fast-paced modern world.

Balance and Mobility

Stay active and independent with this gentle yet effective exercise program designed to improve your balance, mobility, and confidence in daily activities. Through safe, functional movements tailored for older adults, you'll build strength and stability while reducing fall risk and maintaining the freedom to live life on your own terms.

Strength Training for the Older Adult

Stay strong, stay independent – this practical strength training course helps you maintain the power to do what you love through safe, effective exercises designed specifically to enhance your daily activities and lifestyle.

Quality of Life

Rediscover joy and purpose in your golden years in our Quality of Life class. Connect with peers, explore practical strategies for well-being, and navigate life's transitions with confidence. Enhance social bonds, clarify goals, and unlock new opportunities for fulfillment in this exciting chapter of your life.

To register or for more information, go to
www.garfield.glendale.edu/apply
or call 818-240-1000 X 5690

GLENDALE
COMMUNITY COLLEGE

**Continuing Education
Parent/Child Classes**

FREE In-Person and Online Classes
for parents of children from birth to preschool and beyond

Fall Classes Begin Sept. 2. Registration Starts July 21.

This program provides a side-by-side learning experience for parents and their young children. Parents participate in music, dance, stories, and art activities with their children in an observational preschool setting.

Learn about child development, how to deal with behavioral issues, and educational, artistic, and musical activities you can do with your child. Join other parents in discussions of issues facing everyone when raising children.

**For more information and a schedule of classes:
Parent Education Program
https://www.garfield.glendale.edu/programs/parent-education
818-240-1000, ext. 5690**

GLENDALE
COMMUNITY COLLEGE

Garfield Campus
1122 E. Garfield Avenue, Glendale

Continuing Education Business Program
FREE CLASSES
Work preparation or personal interest

Accounting
Computer Applications
Customer Service
Office Skills
Keyboarding
Employment Strategies

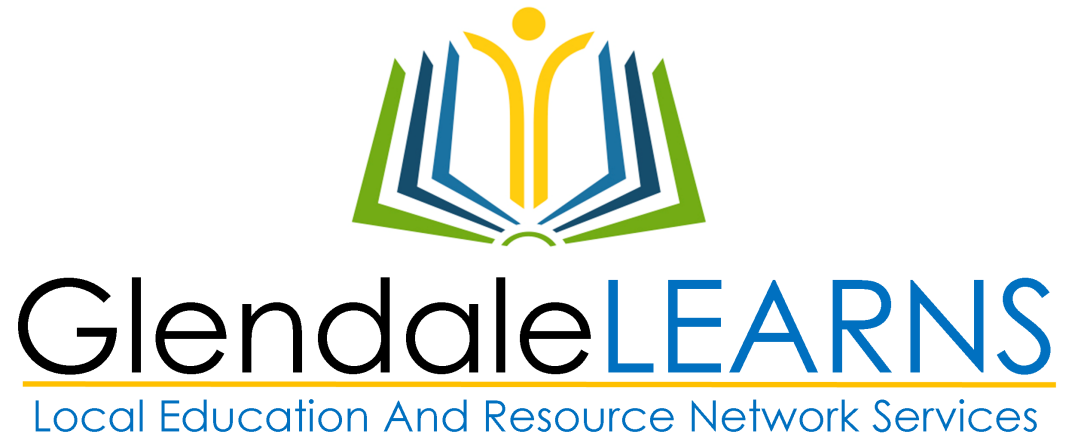**Classes are offered remotely or in-person at the Garfield Campus**
Fall Classes Begin Sept. 2. Registration Starts July 21.
Pre-registration is required

For more information call Yazaret Mascorro at (818) 240-1000 x 5690
To register: www.garfield.glendale.edu/apply/apply-to-noncredit

CAEP Annual Plan 2025-2026

Three-Year Plan Objectives, Strategies & Tasks

1. Address Educational Needs: Develop career pathways

a) Develop and implement career pathways

b) Continue partnerships to offer work-based learning

c) Continue to transition disconnected youth to post-secondary education

d) Develop awareness & outreach to support transition from ESL to Vocational Programs.

2. Improve Integration of Services & Transitions: Implement programs that prepare students for entering career pathways & subsequent competitive employment.

a) Implement bridge programs.

b) Redesign & resume College and Career Pathways

c) Integrate bridge programs (ESL/ABE) in career pathways

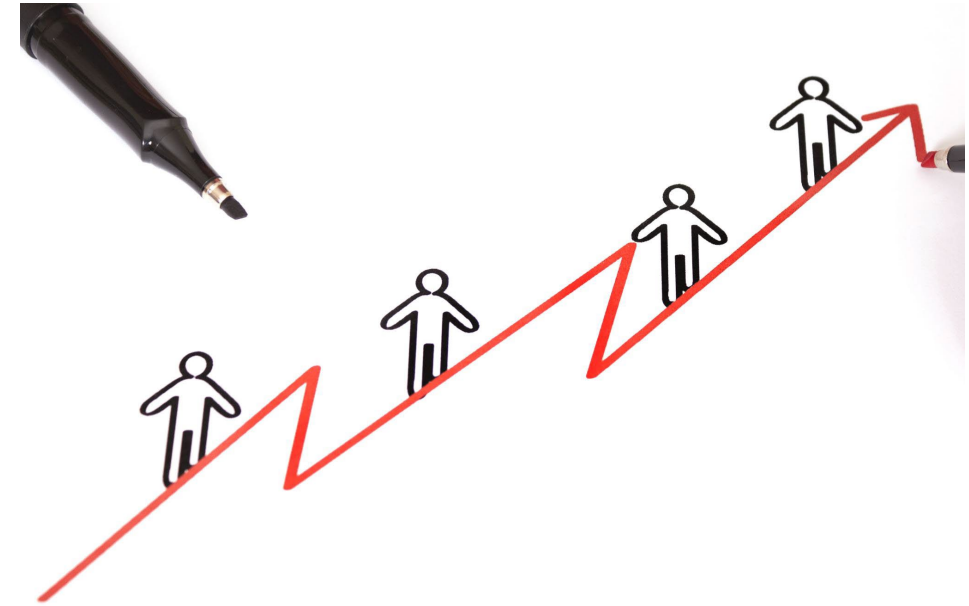# Three-Year Plan Objectives, Strategies & Tasks

3. Improve Effectiveness of Services: Capitalize on opportunities to leverage resources with GlendaleLEARNS partners

a) Effective management involves prioritizing, tracking progress, and setting deadlines for successful project completion.

b) Continue partnership with VWDB/VJC to leverage resources

c) Continue to partner with WIOA and non-WIOA partners to leverage resources

Second Strategy for #3

3. Improve Effectiveness of Services: Implement professional development opportunities to ensure that leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development

a) Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services

b) Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas

c) Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty

d) Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty

CAEP Annual Plan 2025-2026