GlendaleLEARNS
Local Education And Resource Network Services

# California Adult Education Program Implementation Meeting

August 21, 2025 ◆ 1:00pm-2:30pm

## Meeting Agenda

| Agenda Item | | Purpose | Person(s) Responsible | Timeframe |
|---|---|---|---|---|
| **I.** | **Introduction** | A. Welcome<br>B. Director's Report | Thatcher | 5 min |
| **II.** | **Minutes** | A. Review & Approval of Minutes for July 17, 2025 | Board | 5 min |
| **III.** | **Public Comment** | A. Community Comments | Community | 5 min |
| **IV.** | **Strategic Planning** | A. Update: Annual Plan submitted<br>B. Meeting Schedule<br>C. Annual MOUs | MaryAnn | 50 min |
| **VI.** | **Partners** | A. Partner Updates | MaryAnn | 25 min |
| **VII.** | **Next Meeting** | A. Next meeting date:<br>September 18, 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

July 17, 2025 ◆ 1:00pm-2:30pm

**Attendees:** Anastasia Akhmedova, Hilda Ghazarian, Anyuta Nazaryan, Caryn Panec, Jonathan Pelletier, Melanie Vartabedian

**Board Members:** Christin Molano, Judith Velasco, Thatcher Weldon

**Coordinator:** MaryAnn Pranke

## Meeting Notes

| Agenda Item | | Outcome |
|---|---|---|
| **I.** | **Welcome** | A. Thatcher welcomed the partners and opened the meeting with the Director's Report.<br>1. Registration for the Fall begins next week. Registrations will all be completed online to avoid the long lines from students coming to campus for in-person registration. |
| **II.** | **Minutes** | A. Approval of Minutes<br>1. The Board members unanimously approved the May 15, 2025 and June 19, 2025 minutes. |
| **III.** | **Community Comments** | A. No public comments were submitted. |
| **IV.** | **Strategic Planning** | A. CAEP Three-Year Plan<br>1. MaryAnn facilitated the identification of goals and tasks from the Three-Year Plan to include in the annual plan which is due August 20, 2025:<br>a. Address Educational Needs: Develop career pathways.<br>i. Continue partnerships to offer work-based learning.<br>ii. Continue to transition disconnected youth to post-secondary education.<br>iii. Develop awareness & outreach to support transition from ESL to vocational programs.<br>b. Improve Integration of Services & Transitions: Implement programs that prepare students for entering career pathways & subsequent competitive employment.<br>i. Begin redesign of College and Career Pathways program.<br>ii. Integrate bridge programs in career pathways.<br>c. Improve Effectiveness of Services: Capitalize on opportunities to leverage resources with GlendaleLEARNS partners. |

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| Agenda Item | | Outcome |
|---|---|---|
| | | i. Continued partnership with VWDB/VJC to leverage resources.<br>ii. Continue to partner with WIOA and non-WIOA partners to leverage resources.<br>iii. Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services.<br>iv. Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners.<br>v. Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty.<br>vi. Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty. |
| **B.** | **Partner Updates** | A. Glendale Unified School District (GUSD): Christin reported that GUSD is preparing for next year. They have been working with Glendale Youth Alliance (GYA) for year round work experience and employment for students. They are also expanding their Career Technical Education (CTE) counselors as well as work-based learning opportunities and dual enrollment.<br><br>B. Department of Rehabilitation (DOR): Jonathan reported that the new program year began July 1st. DOR is now promoting work before training and there are new rules for eligibility determination. Individuals must have documentation of their disability and DOR is required to determine how the disability is a barrier to employment.<br><br>C. International Rescue Committee (IRC): The Immigration Department is currently providing workshops at libraries and helping people complete their applications for citizenship. IRC has started a digital literacy program which is free to attendees; however, seating is limited. Hilda will send flyers to MaryAnn for dissemination.<br><br>D. Armenian Relief Society (ARS): Melanie also reported that ARS is starting their program and expect to offer three CAEP workshops in 2025-2026: Employment Services, Civics Literacy, and Digital Health and Literacy. |

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Local Education And Resource Network Services

| Agenda Item | | Outcome |
|---|---|---|
| | | E. JVS SoCal: Anyuta reported that they continue serving refugees and nothing has changed even though there are changes in immigration policy. Trainings available through Garfield are flexbile and accommodate students who work. Anyuta also noted she appreciated all the information she receives on job fairs and other employment events.<br><br>F. Verdugo Workforce Development Board (VWDB): MaryAnn reported that the new program year also began on July 1st and the VWDB is waiting for the Notice of Funding Award for the federal funds it receives under the Workforce Innovation and Opportunity Act (WIOA). Until that notice is received, services continue status quo. MaryAnn also noted that the California Workforce Development Board (CWDB) will be visiting the Verdugo Jobs Center on October 2, 2025. The CWDB oversees all boards in California and directs discretionary funds to special projects. |
| **C.** | **Next Meeting** | Next meeting will be held: August 21, 2025 from 1:00-3:00pm. |

**CAEP**
Annual Plan

Produced: Aug 21, 2025, 07:22 PM UTC - By MaryAnn Pranke

## 19 Glendale Community College District Regional Consortium

CONSORTIUM APPROVED

2025-26

# Plans & Goals

## Executive Summary

**Executive Summary** *

The Glendale Local Area Education Network Services (GlendaleLEARNS) represents the Glendale Community College (GCC) District Regional Consortium, and is comprised of members and partners that implement adult education in the seven program areas as allowed by the California Adult Education Program (CAEP). GlendaleLEARNS involves its members and partners in all aspects of planning, designing and implementing programs and services throughout the community, integrating workforce and education to assist students in attaining employment or other goals.

All members and partners participate in the strategic planning process to develop the Three-Year Plan. The process includes an environmental scan to evaluate current demographics, labor force data and economic environment. This environmental scan is enhanced with performance data available through Data Vista to better understand needs and barriers. An adjusted planning process is used when developing the Annual Plan. GlendaleLEARNS also participates in the local and regional workforce development planning processes including community and stakeholder forums and uses the results to inform its own planning process.

Current Implementation of 2025-2028 Three-Year Plan: GlendaleLEARNS is organized with three Board members that are publicly appointed by their respective elected Boards or Council: GCC, Verdugo Workforce Development Board (VWDB) and Glendale Unified School District (GUSD). The VWDB works under contract with GCC and coordinates GlendaleLEARNS activities including its 13 Memorandum of Understanding (MOU) partners.

The Annual Plan objectives and strategies are derived from the Three Year-Plan to ensure that the Annual Plan directly accomplishes goals of the longer-term plan. The Plans are both aligned to the VWDB's Local Plan. As a VWDB staff member, the GlendaleLEARNS Coordinator writes both plans and coordinates all partners to contribute to the plans. This integrated approach ensures that the Plans support the programs and achieve the performance goals for each plan. Current implementation includes the coordination of co-enrollment with the local America's Job Center of California (AJCC) which is the Verdugo Jobs Center (VJC) in the Glendale community. The VJC assists with developing work-based learning opportunities for short-term vocational (STV) adult education students. Professional development is also underway with scheduling partners for presentations during monthly meetings to expand co-enrollments and leverage resources. Additionally, the CAEP MOUs with each partner for 2025-2026 are also underway to support the co-enrollment of students as well as tracking and reporting of outcomes.

Achievements on Previous Program Year Initiatives: Key accomplishments in Program Year 2024-2025 include the continued offering of in-person and distance learning opportunities. The convenience of distance learning reduces the need for childcare, reduces the cost of transportation and allows for more flexible schedules for working students. The influx of immigrant populations required GCC to hire additional instructors and expand ESL course offerings to meet the demand. To prepare English learners for the work environment, GCC launched its ESL for the workplace courses, addressing its objectives to provide bridge programs that facilitate entering career pathways and/or employment.

The VWDB and VJC provide paid externships for students completing STV programs to assist them in transitioning to new employment opportunities and address another strategic objective and tasks. The VJC maintains engagement with employers who provide the internship and externship opportunities and hire the students upon completion of their paid work experience.

Vision and Primary Goals for 2025-2026: GlendaleLEARNS developed objectives and strategies for its Three-Year Plan based on the three objectives defined by CAEP: Objective 1: Address Educational Needs, which will be accomplished with the following Strategy: Develop Career Pathways for Priority Populations. Objective 2: Improve Integration of Services & Transitions with the Strategy to: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment. Objective 3: Improve Effectiveness of Services, with the Strategy to: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners. 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.

Justification for Planned Allocations Aligning with Current Three-Year Plan: Annual allocations, budgets and work plans are derived from the Three-Year Plan. Using the strategic objectives and tasks from the Three-Year Plan to create the Annual Plan ensures alignment and accomplishments of the Annual Plan directly impact the overall Three-Year Plan.

## Plans & Goals

**How (if at all) do the consortium's previous program year goals differ from the current year's goals?**

Goals remain the same

**How much progress did the consortium make towards its previous program year goals?**

A good deal of progress - most goals were met

**Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)**

The 2024-2025 Strategies delineated in the Annual Plan consisted of three overarching Goals and multiple strategies and activities identified under each goal. GlendaleLEARNS made significant progress towards each goal which are central to providing educational and career services to students. Accomplishments towards all of the 2024-2025 Goals and Strategies were achieved as follows:

1) Address Educational Needs: Implement educational programs that prepare students for entering career pathways and employment. The activity identified to achieve this strategy was to create educational programs to bridge gaps for successful completion of a short-term vocational program or enter employment. This program year, GlendaleLEARNS launched an English as a Second Language (ESL) course that focused on communication in the workplace and a separate class that focused on idioms and other colloquial language used in the workplace. These courses were implemented to address the needs of students who were enrolled in or completing STV programs and would be entering the workplace. The courses resulted in full enrollment and will continue to address the needs of students in the new program year.

2) Improve Integration of Services and Transitions: Comprehensive career pathways for priority populations. The activity identified for this second strategy was to develop or continue career pathways for priority populations. Comprehensive career pathways in GlendaleLEARNS include the integration of basic education, technical skills, paid work-based learning and job placement assistance. Comprehensive career pathways integrate the essential services that students facing multiple barriers to employment need in

order to successfully complete their respective programs or enter permanent, full-time employment. Many of these students are English language learners, or have low educational levels that need to be addressed to ensure the successful transition to the work environment. Three comprehensive career pathways continued during this program year consisting of: Medical Assistant (Administrative and Clinical), Dental Assistant, and Accounting Clerk. In addition, the Home-Care Giver program was launched in program year 2024-2025. These pathways will continue in the new program year (2025-2026) and the Certified Nursing Assistant STV is expected to launch in 2025-2026 program year as well.

A second strategy for Improving Integration was defined as: Maintain hybrid opportunities that offer distance learning opportunities; and a third strategy was defined as: Increase transfers from non-credit to credit. GlendaleLEARNS made progress on both of these strategies, maintaining its distance learning opportunities. To address the demand for ESL by the increasing number of new immigrants, GlendaleLEARNS expanded its distance learning courses for ESL and hired additional instructors. Even with this expansion, the waiting list in 2024-2025 program year, well exceeded 1,000 students. To better assist students in achieving their educational and career goals, GlendaleLEARNS focused on continuing education and facilitated the transition of students from the non-credit adult education Garfield campus to the credit bearing courses at Verdugo Campus. This effort will continue in the new program year and is included in the new CAEP Three-Year Plan.

3) Improve Effectiveness of Services: GlendaleLEARNS will create access to supportive services to reduce or address barriers. A second strategy identified toward Improving Effectiveness of Services was defined as: Capitalize on opportunities to leverage resources with GlendaleLEARNS partners with the activity to leverage resources. GlendaleLEARNS has relied on co-enrollment of eligible students with the VJC to access supportive services funded by the Workforce Innovation and Opportunity Act (WIOA) Title I. GlendaleLEARNS also refers students to other partners for services including International Rescue Committee (IRC), Department of Rehabilitation (DOR) and others for services to support students. Cross-referral of students for partner services also contributes to the leveraging of resources. GlendaleLEARNS also uses the VJC to offer paid work-experience to CTE and STV students as well as job placement assistance to further leverage resources. In program year 2024-2025, 54 students were co-enrolled with VJC for WIOA services, further demonstrating the leveraging of resources.

**What barriers did the consortium face in making progress towards its previous program year goals?**

✓ Lack of financial resources

✓ Lack of human resources

✓ Lack of time

**Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional)**

Significant progress was made on all of GlendaleLEARNS' Annual Plan 2024-2025. Goals are developed that are progression as opposed to completion. For example, the goal for leveraging resources continues beyond the program year and is not meant to be completed in the year the goal was developed. The goals for developing career pathways, co-enrollment with partners, and maintaining hybrid opportunities, are other examples of goals and strategies that are not meant to be completed but are to continue beyond the program year. GlendaleLEARNS is limited on how much can be accomplished each year due to limitations on funding, staffing and time. Planning activities, in particular, Three-Year Planning, can take almost an entire program year to develop. Gathering input and dedicating time from all levels of staff and faculty impact available time for programs and goal achievement. As a small consortium, there is no accommodation for requirements in completing a Three-Year Plan or an Annual Plan. The same work is required; however, the impact to programs and services is greater for a smaller consortium.

**What are the goals for the consortium for the current program year?**

✓ Add new program offerings

✓ Develop career pathways

✓ Improve support services

✓ Increase awareness of services through marketing and outreach

✓ Increase employer collaboration

✓ Increase enrollment

✓ Increase professional development for staff

✓ Increase transitions to postsecondary

✓ Increase transitions to workforce

**Please provide further context on the consortium's goals for the current program year. (Optional)**

GlendaleLEARNS dedicated one of their monthly meetings to reviewing the CAEP Three-Year Plan including the defined Goals and Strategies in the Plan. Following the review of this information, the GlendaleLEARNS members and partners selected the Goals and Strategies identified as priorities that can be realistically addressed in the first program year of implementation. These Goals and Strategies were then pulled to be included in our CAEP Annual Plan for 2025-2026. This process ensures that Goals and Strategies developed for the Annual Plan directly contribute to the Three-Year Plan since they are derived from the Three-Year Plan.

GlendaleLEARNS developed objectives and strategies for its Three-Year Plan based on the three objectives defined by CAEP: Objective 1: Address Educational Needs, which will be accomplished with the following Strategy: Develop Career Pathways for Priority Populations. The activities that will be accomplished for this strategy include a) Continue partnerships to offer work-based learning; b) Continue to transition disconnected youth to post-secondary education; and c) Develop awareness & 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 that GlendaleLEARNS will focus on in 2025-2026 consist of the following: a) Begin redesign of College and Career Pathways program and b) Integrate bridge programs in career pathways.

Objective 3: Improve Effectiveness of Services, with the Strategy to: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners. Two activities that will be the focus for this objective and strategy consist of: a) Continued partnership with VWDB/VJC to leverage resources; and b) Continue to partner 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. To accomplish this strategy, GlendaleLEARNS will focus on the following: 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; c) Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty; and d) Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty.

**How will the consortium measure progress towards the goals set for the current program year?**

✓ Conducting progress review meetings

✓ Course completion/graduation

✓ Gathering feedback from partners/participants

✓ Student enrollment numbers

**Please provide further context on how the consortium will measure progress towards goals in the current program year. (Optional)**

GlendaleLEARNS uses its monthly meetings to review progress towards goals and to adjust strategies and activities in order to ensure they are accomplished. Data and information are also used to measure progress. Meeting agendas include topics related to goals, objectives, strategies and/or activities and task teams may be formed to ensure accomplishments of specific tasks. Partner MOU templates have been revised for 2025-2026 to increase data sharing across the partners which will assist in tracking progress and outcomes including job placements. In addition, the GlendaleLEARNS Director and Coordinator evaluate and track progress for specific measures. As a VWDB staff member, the Coordinator has access to CalJOBS reports to track co-enrollments with WIOA, including workforce services provided such as work-based learning and job placements. The Director tracks adult education measures such as enrollments, measurable skills gains (MSG), and job placement. Data Vista data support overall tracking and reporting on progress towards goals.

## Assessment

### Regional Needs Assessment

**Please identify the categories of needs in your region.**

✓ Access to technology

✓ Basic/life skills attainment

✓ Citizenship support

✓ Digital literacy

✓ English language learner supports (e.g., incl. programming availability)

✓ High school/equivalency education needs

✓ Immigrant/refugee needs

✓ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)

✓ Services for adults with disabilities

✓ Short-term Career Technical Education (CTE) training

✓ Student access supports: transportation, childcare, etc.

**Please identify resources used to identify these gaps.**

✓ CAEP consortium Fact Sheet

✓ Community stakeholder input

✓ Data gathering/student needs assessment

✓ DataVista

✓ Employer input

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

✓ Partner meetings

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

✓ Regional plans

✓ Student data (TOPSPro, MIS)

✓ Survey, interview, and/or focus group data

**How will you measure effectiveness/progress toward meeting this need? ***

GlendaleLEARNS developed its Goals and Strategies to address the gaps and needs identified through the assessment process. The monthly meetings include updates on progress towards the activities delineated in the Annual Plan that contribute towards the achievement of the Goals and Strategies. By addressing the activities, GlendaleLEARNS is addressing the identified gaps and needs. Monitoring accomplishments of the activities and achievements towards the Goals and Strategies will assist in assessing progress towards addressing the gaps and needs. Further, GlendaleLEARNS identified specific metrics in its Three-Year Plan that will be used to monitor which include: enrollments into High School Equivalency (HSE), adult basic education (ABE) and ESL, MSG, and job placement. Continuing to offer programs and services through partners such as Armenian Relief Society (ARS), IRC and JVS SoCal that also provide services to immigrants including asylees and refugees. Services by these partners may include citizenship support, digital literacy and support services. Using its access to data and information including TOPSpro Enterprise (TE), MIS, Data Vista and CalJOBS, GlendaleLEARNS can track progress on enrollments and other metrics that indicate the gaps and needs are being addressed. The assessment and scan conducted before each annual plan includes a review of performance to evaluate whether all performance metrics are achieved and what activities are needed for the next program year.

**Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. ***

The GlendaleLEARNS planning process includes a comprehensive environmental scan which is used to understand the local community, labor market and economic environment. The VWDB provides the data and information needed to conduct environmental scans including the labor market data. Labor market data, including Data Vista, are only available at the Metropolitan Statistical Area (MSA) which places Glendale in the Los Angeles-Long Beach-Glendale MSA. Data, then, are only available at the aggregate MSA level. As a workforce board, the VWDB has access to labor market data specifically for the City of Glendale that is not accessible to the public or other organizations. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. Additional data sets are accessed through multiple sources including the United States (US) Census Bureau. These data include demographics and economics such as population, median income, educational attainment, poverty levels, and language usage. The environmental scan allows partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested.

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. For the 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.

The City of Glendale is the fourth largest city in Los Angeles County and is one of the most diverse communities in the state and its demographics provide unique needs that GlendaleLEARNS examines to determine its priorities and set the direction for success. According to U.S. Census, Glendale is home to 196,543 residents, and while the median household income is $77,483, Glendale still holds a 12.9% poverty rate, just slightly below California's rate of 13%. 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, totaling more than 30,000 Verdugo residents that do not have the educational attainment needed to obtain the level of employment opportunities needed for job quality and economic self-sufficiency. Glendale records a rate of almost 67% of residents speaking a language other than English at home, significantly higher than Los Angeles (LA) County which records only 57% of residents, demonstrating the diversity of the Verdugo community. Moreover, 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.

Using all of the aforementioned data and information, the needs of current and potential students from the community were identified and this information was used to identify the services to address the needs in the Three-Year Plan and again for the 2025-2026 Annual Plan. The identified services include: supportive services, paid work-based learning to allow students to invest the time to gain hand-on experience while earning some income, comprehensive career pathways to develop technical skills while addressing language and basic skills barriers, bridge programs including contextual 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. Goals, Strategies and related activities were then developed to develop, enhance or expand these services over the next three years and the priority activities were identified and included in the Annual Plan.

## Activities & Outcomes

## Objective #1: Address Educational Needs

## Develop and implement career pathways THREE-YEAR PLAN 2025-28

**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 SoCal and Library, can assist with student referrals and DOR and Lanterman can co-enroll students with disabilities.

**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 |

## Objective #2: Improve Integration of Services & Transitions

## Implement bridge programs in ABE/ASE/ESL THREE-YEAR PLAN 2025-28

**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 educational gaps and ensure persistence and successful completion of programs.

**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 |

## Integrate bridge programs in CTE/STV programs THREE-YEAR PLAN 2025-28

**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.

**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

## Partnership with VWDB to leverage resources THREE-YEAR PLAN 2025-28

**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.

**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 |

## Continue Strategic Co-Enrollment THREE-YEAR PLAN 2025-28

**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.

**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 |

## Access Labor Market Information THREE-YEAR PLAN 2025-28

**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.

**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 |

## Partner presentations during monthly meetings THREE-YEAR PLAN 2025-28

**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.

**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 |

# Fiscal Management

## Alignment & Carryover

**Alignment with Three-Year Plan** *

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

Glendale Community College (GCC) was selected by the partners and members as the administrative entity for CAEP funds. It was approved by the members who serve as the Board of Directors for GlendaleLEARNS. GCC receives the funds on an annual basis and contracts with the VWDB to provide administrative support. Remaining funds are used to provide adult education classes, provide staff and faculty to support the programs, and other operational expenses. This fiscal management process has proven effective over the years, creating a role-model partnership, and will continue in 2025-2026.

The VWDB provides administrative support and these services are delineated in a Scope of Work which is an Exhibit in the contract executed on an annual basis. All services delineated are in alignment with the Three-Year Plan and allowable under CAEP. Program support services and other services such as paid work-based learning and job placement assistance are provided by the VJC and are funded through WIOA I. This partnership allows the leveraging of resources and is formalized through an annual CAEP MOU as well as the WIOA I MOU with mandated partners.

**Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities.** *

GlendaleLEARNS' members make every effort to fully expend funds in the program year they are received. Over the past program years, GlendaleLEARNS has fully expended its funds in the year received. Carryover has never been an issue to address strategically. The CAEP apportionment is slightly more than $1million, and the student needs are much greater than the apportionment amount. The limited funding also limits the ability to develop and implement new programs that students and employers need. The limited funding is fully encumbered each program year to meet the community needs. Therefore, GlendaleLEARNS does not have an issue that requires carry-over of funds. Should carryover funds ever become an issue, GlendaleLEARNS will follow the CAEP regulations for addressing including creating a corrective action plan and monitoring that plan until fully implemented and funds are fully expended.

## Usage

**How does the consortium plan to use allocated funds in the upcoming year?**

- ✓ Fund staff salaries
- ✓ Fund teaching salaries
- ✓ Improve student learning
- ✓ Provide new/additional wraparound services
- ✓ Provide staff professional development and resources
- ✓ Purchase program materials
- ✓ Strengthen existing activities
- ✓ Support existing adult education programs

**Please provide further context on how funds will be used in the upcoming year. (Optional)**

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 aftermath of the COVID-19 pandemic and 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 three 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. The WIOA Phase II MOU completed by partners also delineate the cost associated with programs and services provided to co-enrolled participants and this document is also reviewed prior to completing the Program Area Report. This information also allows GlendaleLEARNS to estimate and track leveraged resources.

# Consortium Objectives & Activities Overview

## Objectives & Activities

✓ = consortium has included this activity in an Annual Plan from the 2025-28 Three-Year Plan
✗ = consortium has NOT selected this activity in an Annual Plan from the 2025-28 Three-Year Plan

| Activity | Origin | Included in Annual Plan |
|---|---|---|
| **Objective #1: Address Educational Needs** | | |
| Continue partnerships to offer work-based learning | THREE-YEAR PLAN 2025-28 | ✗ |
| Develop and implement career pathways | THREE-YEAR PLAN 2025-28 | ✓ |
| Student transition from ESL to CTE/STV | THREE-YEAR PLAN 2025-28 | ✗ |
| Transition youth to adult post-secondary education | THREE-YEAR PLAN 2025-28 | ✗ |
| **Objective #2: Improve Integration of Services & Transitions** | | |
| Implement bridge programs in ABE/ASE/ESL | THREE-YEAR PLAN 2025-28 | ✓ |
| Integrate bridge programs in CTE/STV programs | THREE-YEAR PLAN 2025-28 | ✓ |
| Resume College and Career Pathways | THREE-YEAR PLAN 2025-28 | ✗ |
| **Objective #3: Improve Effectiveness of Services** | | |
| Access Labor Market Information | THREE-YEAR PLAN 2025-28 | ✓ |
| Continue Strategic Co-Enrollment | THREE-YEAR PLAN 2025-28 | ✓ |
| Establish communication system for all partners | THREE-YEAR PLAN 2025-28 | ✗ |
| Expand facility and staffing | THREE-YEAR PLAN 2025-28 | ✗ |
| Implement CAEP and GlendaleLEARNS Orientation | THREE-YEAR PLAN 2025-28 | ✗ |
| Participate in WIOA planning activities | THREE-YEAR PLAN 2025-28 | ✗ |
| Partner presentations during monthly meetings | THREE-YEAR PLAN 2025-28 | ✓ |
| Partnership with VWDB to leverage resources | THREE-YEAR PLAN 2025-28 | ✓ |

## Certification

| Glendale CCD - Member Representative |
|---|
| **MaryAnn Pranke** |

GlendaleLEARNS Coordinator
mpranke@glendaleca.gov
(818) 937-8051

**Thatcher Weldon**
Interim Dean of Continuing Education
tweldon@glendale.edu
(818) 240-1000 ext: 5018

**Jane DiLucchio**
dilucchi@glendale.edu

Approved by Thatcher Weldon

08/13/2025 12:27 PM PDT

**Glendale Unified - Member Representative**

**Christin Molano**
cmolano@gusd.net

**MaryAnn Pranke**
GlendaleLEARNS Coordinator
mpranke@glendaleca.gov
(818) 937-8051

Approved by Christin Molano

08/13/2025 12:07 PM PDT

**Verdugo Workforce Development Board - Member Representative**

**Judith Velasco**
jvelasco@glendaleca.gov
(818) 937-8031

**MaryAnn Pranke**

GlendaleLEARNS Coordinator
mpranke@glendaleca.gov
(818) 937-8051

Approved by Judith Velasco

08/13/2025 11:47 AM PDT

2025 © California Community Colleges
NOVA Site Version: 9.0.12

**Meeting Schedule**
**Program Year 2025 - 2026**

GlendaleLEARNS
Local Education And Resource Network Services

| Month | Date | Partner Presentation |
|---|---|---|
| **July** | July 17, 2025 | Strategic Planning |
| **August** | August 21, 2025 | Final Annual Plan |
| **September** | September 18, 2025 | Labor Market Information |
| **October** | October 16, 2025 | CAEP Orientation |
| **November** | November 20, 2025 | |
| **December** | December 18, 2025 | |
| **January** | January 15, 2026 | |
| **February** | February 19, 2026 | |
| **March** | March 19, 2026 | |
| **April** | April 16, 2026 | |
| **May** | May 21, 2026 | CAEP Annual Planning |
| **June** | June 18, 2026 | CAEP Annual Planning |

# Verdugo Jobs Center
# Tech Job Fair

**THURSDAY, SEPTEMBER 4, 2025**
9:30 AM - 11:30 AM

**PACIFIC COMMUNITY CENTER & PARK**
501 S. Pacific Ave.
Glendale, CA 91204

Kickstart your tech career by connecting with leading companies looking to hire talented individuals at VJC's Annual Tech Job Fair. This is your opportunity to:

- **Explore New Career opportunities**
- **Network With Industry Professionals**
- **Land Your Dream Job**

Don't miss out on this chance to take your career to the next level!

For more information contact or visit:

**(818) 937-8000**

**VerdugoJobsCenter.org**

**Community Services & Parks**

VERDUGO JOBS CENTER

America's JobCenter of California℠

GLENDALE TECH WEEK

**Free Event for All!**
To Register Scan
The QR Code or visit:

**bit.ly/TechJobFair2025**

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

LaborMarketInfo
www.labormarketinfo.edd.ca.gov

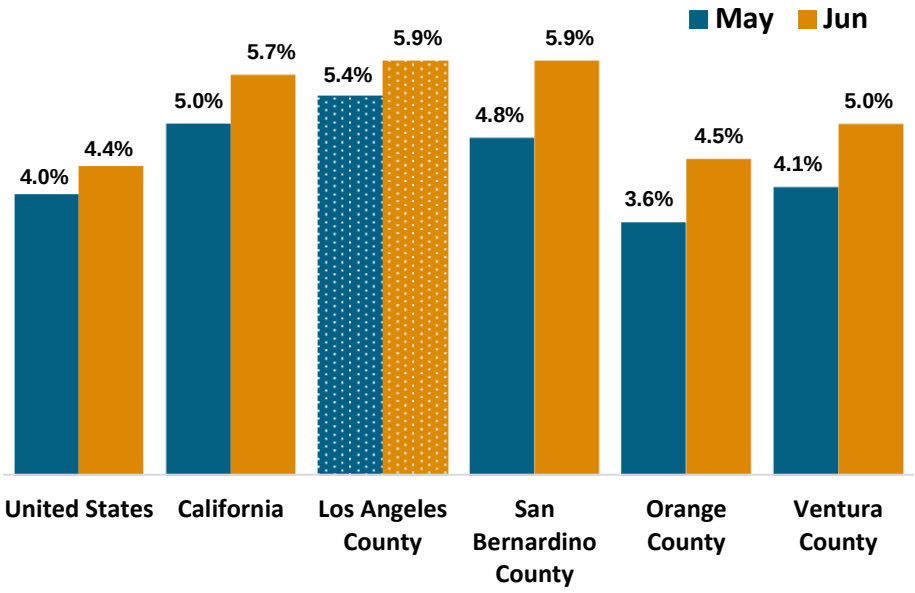
# Los Angeles County Economic Summary

Economic Summary 2025 – 2nd Quarter

EDD Employment Development Department State of California

## LA County June Industry Sectors Ranked by Employment Size[1]

## Unemployment Rates (%)[2]




## Online Job Advertisements – June 2025 Help Wanted OnLine[3]

### Top 10 Employers

Kaiser Permanente – 1,387
University of California, Los Angeles – 1,353
Starbucks – 1,304
Cedar-Sinai – 869
SpaceX – 833
University of Southern California – 786
Northrop Grumman – 778
Amazon – 774
Providence – 760
Domino's Pizza - 756

### Top 10 Occupations

Registered Nurses – 5,264
Retail Salespersons – 3,934
First-Line Supervisors of Retail Sales Workers – 2,079
Home Health and Personal Care Aides – 1,868
Customer Service Representatives – 1,842
Fast Food and Counter Workers – 1,825
Sales Representatives, Wholesale and Mfg, Except Tech and Scientific Products – 1,819
Medical and Health Services Manager – 1,747
Security Guards – 1,633
First-Line Supervisors of Food Preparation and Serving Workers – 1,476

### Top Cities

Los Angeles – 46,607
Long Beach – 5,051
Torrance – 3,719
Santa Monica – 3,652
Pasadena – 3,347
Glendale – 2,578
Santa Clarita – 2,547
El Segundo – 2,510
Burbank – 2,207
Beverly Hills – 2,068


CONTACT: ROBERT.LEE@EDD.CA.GOV or (916) 796-7758

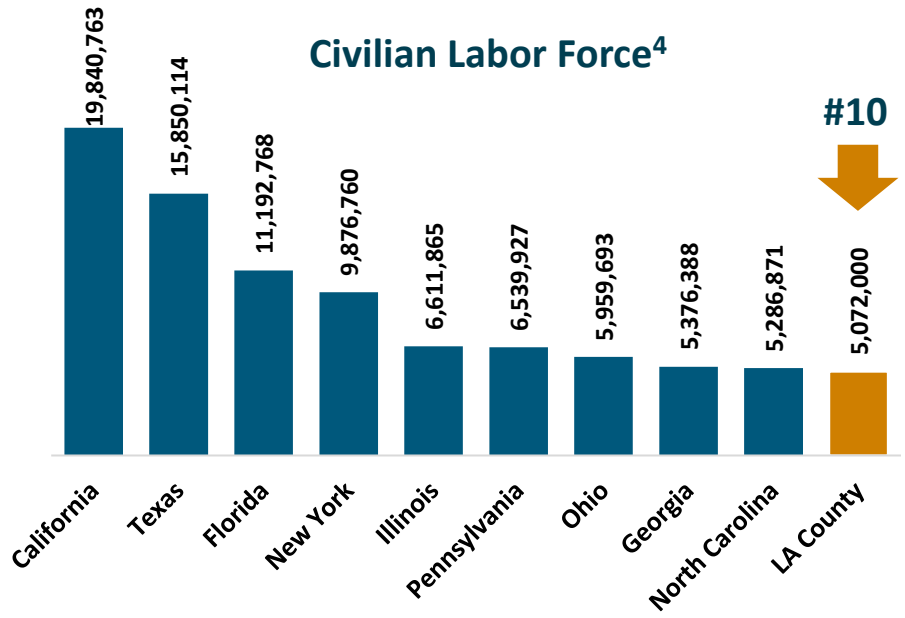
# Los Angeles Workforce Development Area

Economic Summary 2025 – 2nd Quarter

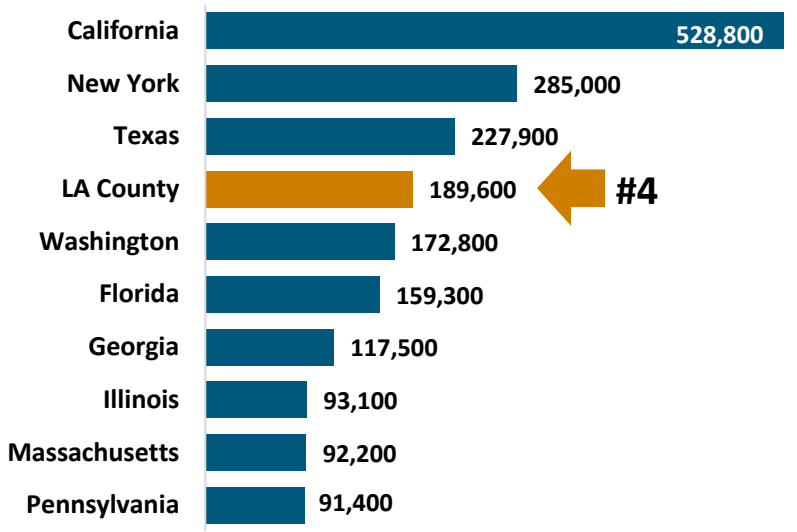


## County Colossus: If L.A. County were a State

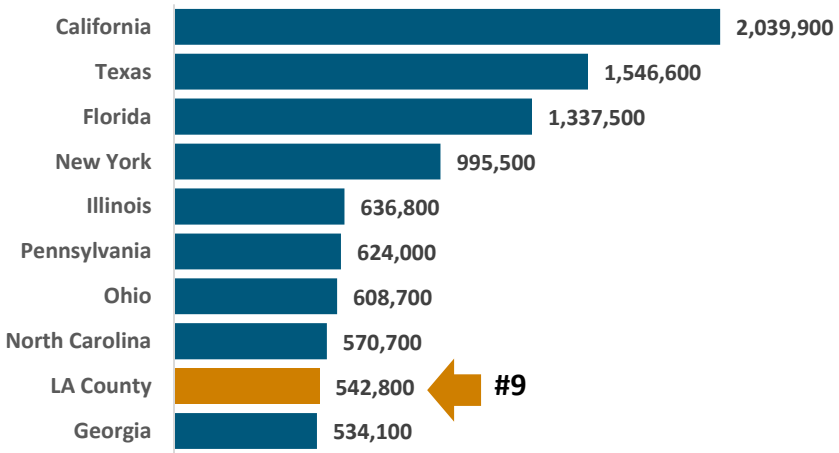
### Civilian Labor Force[4]



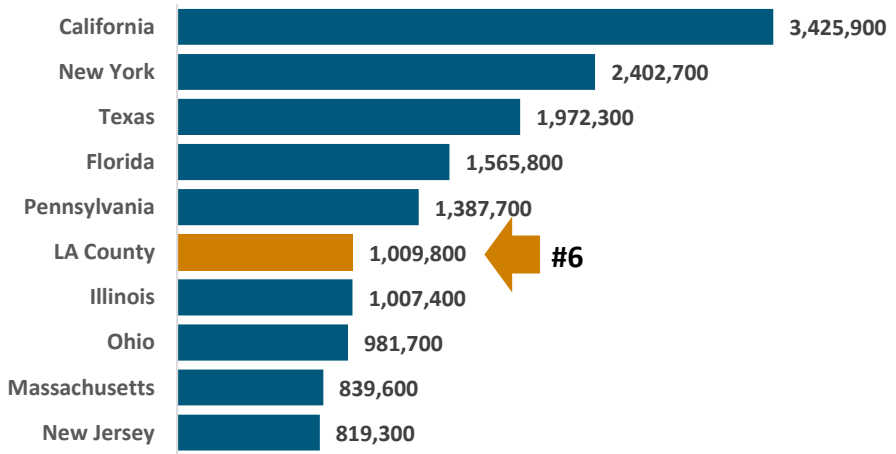

### Information Industry[5]




### Leisure & Hospitality Industry[5]




### Education & Health Services Industry[5]




Sources: [1] Current Employment Statistics (Jun 2025), [2] Local Area Unemployment Statistics (Jun 2025), [3]The Conference Board-Lightcast Help Wanted OnLine® (HWOL) Jun 2025 [4]Bureau of Labor Statistics Civilian Labor Force by state June 2025, seasonally adjusted (P), [5]Bureau of Labor Statistics Industry Employment by State June 2025, not seasonally adjusted (P)


CONTACT: ROBERT.LEE@EDD.CA.GOV or (916) 796-7758

GLENDALE
COMMUNITY COLLEGE
GARFIELD CAMPUS

# START WORKING IN HEALTHCARE IN JUST 1 ½ MONTHS!
# CAREGIVERS ARE IN DEMAND!

## FREE Caregiver Classes

**Begins September 4th through October 9th**

**Thursday – Somerset 103 (1773) 8:30 AM - 12:30 PM**
**(+4 hours remote online per week)**
**Ticket# 3472**

**ESL Level 3 students are eligible.** Questions? 818-240-1000 Ext. 5690

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

## Magic: The Principles of Illusion

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

## Acting Improvisation

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

## Art History

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

## Ancient Civilization of the World

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

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**

# MEDICAL TERMINOLOGY

GLENDALE
COMMUNITY COLLEGE

Learn vocabulary for healthcare careers!!

**Days**: September 2– October 25
**Where**: Online via Canvas
**Instructor**: Nurse Wilson

**COST: FREE**
**Ticket/Class Number: 3491**

**For more information Call Yaz at (818)240-1000 extension 5690 or email mascorro@glendale.edu**

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
GAR FIE LD CAM P US

# STV 60 Pathways to Health Careers

Would you
like to learn more aboutexciting health careers?
Sign up for STV 60: Pathways to
Health Careers

## September 2nd – October 7th

Tues - 8:30am - 12:30pm
Zoom and Canvas
Ticket # 3491

Registration is open now

Questions? Call 818-240-1000 x 5690

GLENDALE
COMMUNITY COLLEGE
GARFIELD CAMPUS

# BECOME A MEDICAL ASSISTANT IN UNDER A YEAR!

## FREE CLASSES!

### ADMINISTRATIVE MEDICAL ASSISTING

**Classes will be taught remotely and in person in Fall 2025**

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

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

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

### CLINICAL MEDICAL ASSISTING

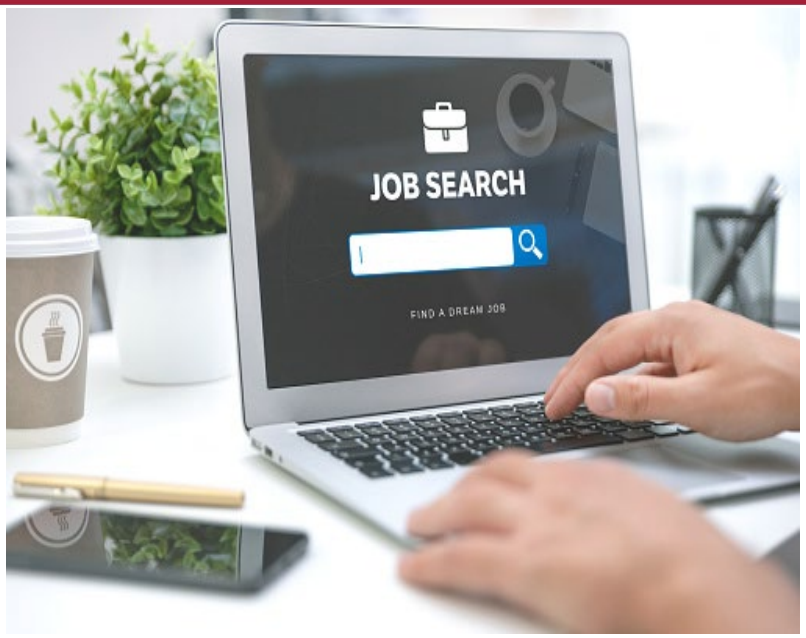
Monday-Thursday (In-Person)
8:30am-12:30pm

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

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

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

GLENDALE
COMMUNITY COLLEGE




# Learn on your schedule, land a job on your terms!

**Register now: 21st Century Employment Strategies-ticket #3174**

**When: November 10, 2025, through December 17, 2025**

**How: 100 % fully online- no in-person or zoom class meetings**

**Other important information:**

- **This class is FREE!**
- **97% of students find jobs after taking this class.**

Register at: garfield.glendale.edu or by calling 818-240-1000 X 5690

GLENDALE COMMUNITY COLLEGE

Stand Out with Service—Step Into the Workforce with Confidence!

# Gain Real-World Skills in Customer Service and Workplace Readiness

***STV 50– Customer Service***
***9/2– 9/13***
***Tuesdays/Thursdays from 8:00 am to 12:00 pm-remote/hybrid***
*This course covers how to meet customer expectations, communicate effectively, stay positive, handle conflict, manage change and stress, and work well on a team. You'll also explore workplace ethics—skills that help you succeed in any job.*

***STV 40- 21st Century Employment Strategies***
***9/15 – 10/25***
***Tuesdays/Thursdays from 8:00 am to 12:00 pm-remote/hybrid***
*Learn how to write strong resumes and cover letters, ace interviews, build your LinkedIn network, and navigate real workplace topics like office politics, employment laws, and staying positive on the job.*

***STV 50– Customer Service***
***10/27 – 11/8***
***Tuesdays/Thursdays from 8:00 am to 12:00 pm-remote/hybrid***
*This course covers how to meet customer expectations, communicate effectively, stay positive, handle conflict, manage change and stress, and work well on a team. You'll also explore workplace ethics—skills that help you succeed in any job.*

***STV 40- 21st Century Employment Strategies***
***11/10 – 12/17***
***NEW – 100% Online!***

**Sign up by calling (818) 240-1000 ext. 5690 enroll online at: garfield.glendale.edu**

**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 | 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

# 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 | TH | 8:30 am — 12:30 pm | 9/2-10/11 | SO 103/HYBRID |
| 3489 | TH | 8:30 am — 12:30 pm | 10/13-11/22 | SO 103/HYBRID |
| 3490 | TH | 8:30 am — 2:30 pm | 11/24-12/17 | SO 103/HYBRID |

## *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 (+4 hrs. online per week) M//W (HYBRID) | 8:30 am — 12:30 pm T/TH 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 | MW | 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 | MW | 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 | MW | 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 60 — Pathways to Health Careers

| | | | | |
|---|---|---|---|---|
| 3491 | TU | 8:30 am — 12:30 pm | 9/2-10/7 | REMOTE |
| 3492 | TU | 8:30 am — 12:30 pm | 10/14-11/18 | REMOTE |

## STV 67 — Medical Terminology for Noncredit Allied Health Courses

| | | | | |
|---|---|---|---|---|
| 3493 | TBA | ONLINE | 9/2-12/17 | ONLINE |

## 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 | 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 | 10/28-11/20 | MP 316 |
| 3217 | S | 12:30 pm — 4:30 pm | 9/6-10/25 | REMOTE |
| 3213 | MW | 5:30 pm — 9:30 pm | 10/13-11/5 | 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 |

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

## 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 | MW | 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 |