

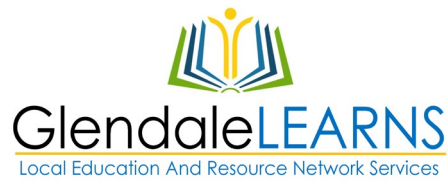
California Adult Education Program Implementation Meeting

April 23, 2026 ♦ 1:00pm-3:00pm

Meeting Agenda

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Director's Report	Thatcher	5 min
II.	Minutes	A. Approval of Minutes for March 19, 2026.	Board	3 min
III.	Public Comment	A. Community Comments	Community	2 min
IV.	Administration	Consortium Fiscal Administrative Declaration	MaryAnn, Board	5 min
V.	Professional Development	Labor Market Information Labor Market Information Division Labor Data and Compliance Branch State of CA Employment Development Department	Juan Milan <i>Los Angeles-Coastal Area Research Data Analyst</i>	60 min
VI.	Strategic Planning	A. CAEP Annual Plan	Rasheedah Scott	30 min.
VII.	Next Meeting	A. Next meeting date: May 21, 2026: 1:00-3:00pm		
VIII.	Adjourn	A. Adjournment		

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



Adult Education Implementation Virtual Meeting
 March 19, 2026 ♦ 1:00pm-2:30pm

Attendees: Anahid Oshagan, Anyuta Nazaryan Cindy Pollack, Erika Vasquez, Gamid Akhmendov, Hilda Ghazarian, Jacqueline Vega Lopez, Jonathan Pelletier, Josefina Santiago, Juan Guillermo Garcia, Laura Isaacs Galvan, Margaret Mansour, Marina Malekstepanians, Naomi Soto, Rasheedah Scott, Rosemarie Shamieh

Board Members: Thatcher Wedon, Judith Velasco, Christin Molano

Meeting Notes

Agenda Item		Outcome
I.	Welcome	A. Welcome 1. Thatcher welcomed the group.
II.	Minutes	A. Approval of Minutes 1. Minutes were unanimously approved by the Board members for the February 19, 2026 monthly meeting.
III.	Community Comments	A. No public comments were submitted.
IV.	Partner Presentation (Glendale Library Strategic Plan)	A. Rasheedah Scott introduced Juan Guillermo Garcia, Library, Arts & Culture Supervisor, Casa Verdugo & Grandview B. Juan Garcia requested input from the group to help inform the library's strategic plan C. Glendale Library aims to strengthen its role as an arts and culture destination, including public art initiatives like utility box art and outdoor sculptures D. Key community concerns identified include cost of living, housing, and homelessness E. Current library services highlighted include electronic resources and community events, with suggestions for expansion such as childcare support and access to musical instruments F. Juan Garcia encouraged the group to complete and also share out the Strategic Plan survey to their partners. The survey is available on the Glendale Library website: http://www.eglendalelac.org

Agenda Item		Outcome
V.	Professional Development	<p>A. Rasheedah Scott introduced presenter Dr. Cindy Pollack, Continuing Ed./Business Administration, Glendale College</p> <p>G. Networking : It's Not What You Know, But Who You Know. Our Approach, Our courses, Our Results.</p> <p>B. Rasheedah will email slide presentation to all GlendaleLEARNS members and partners.</p>
VI.	Next Meeting	Next meeting will be held: April 23, 2026 from 1:00-3:00pm.

19 Glendale Community College District Regional Consortium DRAFT

2026-27

Fiscal Declaration - Draft**Consortium Name:** 19 Glendale Community College District Regional Consortium**Funding Channel:** Fiscal Agent**Fiscal Agent:** Glendale CCD

Narrative: The Glendale Local Education and Resource Network (GlendaleLEARNS) planned allocations to its members are based on member vote and on achievement of goals and objectives in the California Adult Education Program (CAEP) Annual Plan as well as the Three-Year Plan. The Consortium reviews achievement of goals and objectives in its monthly public meetings to ensure accountability and transparency. Consortium review also ensures that achievements are in alignment with GlendaleLEARNS' Vision, Mission, and Values. A contract is executed on an annual basis between Glendale Community College District (GCCD) and the Verdugo Workforce Development Board (VWDB) which adds another layer of accountability. Each semester, the VWDB submits a status report to the fiscal agent that outlines all accomplishments with full backup documentation to demonstrate accomplishments. Goals and tasks are aligned to the Consortium priorities and target populations which include English Language Learners, people with disabilities, and people with low income. Allocations are based on staffing, programs and services (as allowed by CAEP) that are designed to meet the needs of the special populations and advance strategic goals and objectives. The Consortium conducts a comprehensive review of goals, objectives, and strategies on an annual basis in preparation for the Annual Plan and the Three-Year Plan. Accomplishments are summarized, and goals, objectives and strategies are reviewed for continued relevancy, revision or elimination from the plan(s). The review of goal accomplishment assists in determining changes for fiscal administration or program coordination and management which may drive changes in allocations. As high performers, no changes in administration or CAEP coordination or management have been needed. Allocations remain the same and are not expected to change in the next program year.

Changes: No Changes**Member Allocations**

Member Name	(2026-27)	(2025-26)	(2024-25)
Glendale CCD	\$890,032	\$859,045	\$822,733
Verdugo Workforce Development Board	\$500,000	\$500,000	\$500,000
Total Allocated to Members	\$1,390,032	\$1,359,045	\$1,322,733
Total CAEP Funds	\$1,390,032	\$1,357,320	\$1,326,804
Total Remaining	\$0	-\$1,725	\$4,071

Member Allocation Certification

✓ I certify that this CFAD is true and accurate. Our consortium certifies that the allocations listed correctly represent all funded members and their respective amounts.

Carryover Threshold

Input a percentage of carryover that your consortium agrees will be considered an excessive amount.

Should a member, or members, exceed this carryover percentage upon certification of their Q4 report, they will be flagged as non-compliant with the carryover legislation (EC 84914). One year of non-compliance does not carry a penalty. However, should the same member, or members, have two consecutive years of non-compliance the consortium may agree, by majority vote, to reallocate an amount that does not exceed the carryover to other members.

A consortium does have the ability to opt-out. To do so, simply toggle the carryover threshold button to the off position.

Carryover Threshold Off

Consortia Report on Governance Compliance of Rules and Procedures v.2

1. Have all community college districts, school districts, county offices of education, or any joint powers authority, located within the boundaries of the adult education region been allowed to join the consortium as a member? *

Yes

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? *

Yes

3. How will the available funds be reported and evaluated? *

Each member provides financial reports to their respective governing bodies on a monthly, quarterly and annual basis as required by their respective bylaws, policies and regulations. Financial reports for all funds, including CAEP funds, are reported to ensure integrity and transparency. This allows governing boards to evaluate and identify under- and over-expenditures according to planned expenditures and request either additional information or corrective actions. To date, no significant under-or over-expenditures have occurred that would cause concern of the governing bodies. Expenditure reports are also entered into the NOVA system and submitted to the state on a quarterly basis. Expenditures are recorded relative to the Member Plans and Budget to determine any significant under- or over-expenditures. Significant changes in expenditures or expected changes are evaluated by each member to determine any adjustments needed in Member Plans and Budgets. Changes in Member Plans and Budgets are implemented along with any expenditure reports, which are then recertified. As a contractor to GCC, the VWDB submits an invoice to GCC at a minimum, on a quarterly basis, delineating all deliverables completed and backup documentation to support the invoice. Expenditures are recorded in the invoice in accordance with the deliverables completed, and submitted with the backup documentation to GCC for review prior to reimbursing costs to the VWDB. The CFAD is completed on an annual basis and presented to the members for approval during our public monthly meetings to ensure transparency.

4. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member? *

All members must be appointed by their respective governance body such as the Board of Trustees. Each member appointed to the Board, must submit a copy of the action item presented to their respective governing board during a public meeting, and the minutes of the meeting to verify that the action item was approved. Once those documents are submitted to GlendaleLEARNS, the new member will be introduced at the following monthly meeting and will be added as the official member and representative in the NOVA system. We also notify the CAEP state office so they can update their information. All documentation, including the action items and minutes are maintained by the GlendaleLEARNS Coordinator. New members also receive a copy of the Bylaws, Three-Year Plan, One-Year Plan, and a walk-through of the NOVA system and approval process.

5. How will you assure that each member of the consortium participates in any decision made by the consortium? *

Decisions are made during the monthly public meetings. Actions are brought forward to the members during the meeting and a formal vote is taken with results recorded in the minutes. A quorum is established with 50% plus one of members present. At a minimum, the quorum must be present for decisions to be made. If a quorum is not confirmed during each meeting, actions and decisions will be postponed until the next monthly meeting. Emergency meetings can be called if a decision is needed prior to the next meeting with a 72 hour public notice and all Brown Act requirements followed accordingly. All documents are maintained by the GlendaleLEARNS Coordinator and posted on the website. To ensure that members and partners are aware of upcoming action items, meeting agendas for the monthly meetings are posted 72hours prior to the meeting, in alignment with the Brown Act.

6. What will be the relative voting power of each member? *

1 member = 1 vote

7. How will decisions be approved? *

50% +1 vote

8. How did you arrive at that decision-making model? *

The GlendaleLEARNNS Board discussed several options for voting and decision making powers. To demonstrate the importance of each member, the Board voted and approved that each member would have an equal vote, regardless of whether they received CAEP funds or not. The majority vote (50% plus one) was also approved as the minimum required for decisions to be upheld; however, every issue is discussed with the goal of reaching consensus. As a small board, consensus is important to ensure that all members support the decision made. The majority vote decision is also guided by the Brown Act requirements. To date, no vote has taken place where there was not a unanimous vote. This demonstrates GlendaleLEARNNS' goal that we reach consensus for every decision to ensure that all member needs and concerns are addressed prior to taking the vote.

9. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment? *

GlendaleLEARNNS decisions are made during the monthly public meetings to allow the partners and community to provide input. Agendas for the public meetings are posted publicly 72 hours prior the meeting, in accordance with the Brown Act, to notify the public regarding upcoming decisions. Agendas include an allocation of time for the public to enter comments during the public meeting. All discussions are open for attendees, partners and members to participate in prior to the board members taking action and conducting a formal vote. All members, partners and other attendees can submit comments verbally, in writing, or enter into the "chat" option of a webinar if participating virtually. Minutes are recorded and posted on the GlendaleLEARNNS public website for continued transparency.

10. Describe how you will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. *

GlendaleLEARNNS follows the Brown Act definition for adequate notice: 72 hours prior to the meeting being held. Notices are posted on GlendaleLEARNNS website and emailed with meeting packets to the members, partners and other stakeholders on the public distribution list. Comments submitted by partners and the public are fully discussed and incorporated into the action and decision made. If a comment is not incorporated, an explanation is provided. Typically, comments are not considered or incorporated if the recommendation or suggestion is not in alignment with the GlendaleLEARNNS plans, bylaws, or regulatory requirements including CAEP or California Education Codes. However, to date, there has never been a comment submitted that wasn't considered.

11. Describe how comments submitted by members of the public will be distributed publicly. *

All comments submitted during the meeting are summarized in the meeting minutes or a separate document attached to the minutes. All meeting documents are posted on the GlendaleLEARNNS website for continued access by the public. Meeting minutes are included in monthly meeting packets and distributed to GlendaleLEARNNS members, partners and stakeholders through its distribution list, regardless of whether they attended the previous meeting or are attending the next meeting.

12. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. *

Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

GlendaleLEARNS members, partners and stakeholders that participate in monthly meetings represent a variety of organizations including: adult education, K-12 education including Glendale Unified School District; local and state government including the City of Glendale, State of California Employment Development Department, and State of California Department of Rehabilitation; and community based organizations including International Rescue Committee, Armenian Relief Society, and JVS SoCal. Our monthly meetings include participation from across all of our members and partners and all provide input prior to decisions being made. Members and partners are scheduled throughout the year to conduct presentations to the group providing them the opportunity to discuss their programs and services and provide any general input and feedback to GlendaleLEARNS. Many of the monthly meetings are working meetings to develop the Three-Year and Annual Plans. GlendaleLEARNS also partners with member, VWDB, to hold public stakeholder forums to gather input and feedback on the workforce and education system in the region. Results are used to inform the Three-Year Plan. This allows all partners, members and stakeholders to provide input into these documents and more importantly, the strategic direction for GlendaleLEARNS.

13. How will you determine approval of a distribution schedule pursuant to Section 84913? *

Member Plans and Budgets are aligned to the GlendaleLEARNS Three-Year Plans and Annual Plans. All strategies, goals and measures are developed in alignment with the seven services allowable under CAEP and the CAEP Fiscal Management Guide. This ensures that approval of any distribution schedule and expenditures is in alignment with Section 84913 of the California Education Code.

14. Has the consortium: A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have funds flow directly to the member districts based upon the approved distribution schedule? *

A) designated a member to serve as the fund administrator to receive and distribute funds from the program

15. How will members join, leave, or be dismissed from the consortium? *

GlendaleLEARNS currently has three members: GCC, VWDB and Glendale Unified School District (GUSD). GUSD does not provide CAEP services and therefore, does not receive CAEP funding. VWDB receives funding under contract with GCC. Members joined as allowed under AB104 or as approved by CAEP. GlendaleLEARNS will follow requirements for determining member effectiveness in order to determine if a member should be dismissed. While member representatives have turned over for one member organization, the member organization remains the same. The VWDB receives funding through a contract which outlines specific deliverables that must be met. The contract is cost reimbursement based on an invoice submitted along with backup documentation prior to receiving reimbursement from GCC. This ensures that performance is achieved prior to CAEP expenditure. These safety nets ensure member accountability to avoid the need to dismiss a member. The only other member that was invited to join, although not required, was the local County Office of Education which has declined the invitation but remains on the distribution list as a stakeholder. No member has asked to leave and GlendaleLEARNS does not anticipate that a member would request to leave. With only three members comprising the GlendaleLEARNS Board, members work diligently to ensure that needs are met and communication remains open to identify any issues that may impact member participation. To date, the three members have remained the same since the inception of the Consortium.

16. What is the consortium's defined "excessive" member carryover percentage threshold? *

AB 1491 authorizes a consortium to reduce a member's allocation by no more than the amount of the member's carryover, if the member has excessive carryover for at least two consecutive fiscal years beginning with the 2023–24 fiscal year. Please note, there is no percentage threshold mandated in AB1491 that is specific to member carryover. As a result, individual consortia are able to define "excessive" as any specific percentage of any unspent funds from the prior fiscal year.

Expenditures are monitored on a quarterly basis as reports are prepared and submitted to the state via NOVA. There may be minimal amounts of funds that are not expended in the same year received and will be included in the budget for the next program year. GlendaleLEARNS members use the FIFO method for expenditure of funds to ensure that funds are expended in the next program year and not carried over beyond the "Target Spend Down Date". GlendaleLEARNS does not receive a large allocation, at just a little more than \$1.3M which are typically expended in the year received. Funds have never been carried over beyond the Target Spend Down Date and over the past years, funds have been expended in the same year that funds are received. Closeout is conducted through the NOVA system and each year, closeout is completed as scheduled, further demonstrating that funds are expended within the program year received.

17. Please explain how the consortium will monitor and administer carryover funds. What is the consortium's technical assistance and reasonable intervention process? What additional bylaws do you have that govern carryover? *

If one year of carryover is determined, the consortium must offer members technical assistance to help prevent them from having two consecutive fiscal years of carryover funds.

GlendaleLEARNS bylaws as well as MOUs with each member specify allowable expenditures. Included in all documents, policies, and contracts is regulatory compliance, including the CAEP Fiscal Management Guide and carryover rules. GlendaleLEARNS receives a little more than \$1.3M in CAEP funds through apportionment and COLA funds in a typical program year. Student needs exceed the amount received through CAEP funds, allowing members to easily achieve full expenditures of funds in the program year they are received, without the need to carryover funds. To date, GlendaleLEARNS has never carried over funds.

18. How does your consortium define member effectiveness? *

GlendaleLEARNS defines member effectiveness using the Member Effectiveness Report/Memo which is in alignment with Section 84920 and includes: 1) Each member must participate in completing and updating the Annual Plan Template. 2) AEBG member funds must be expended in the seven program areas, and services provided must be consistent with the plan. 3) Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments. 4) Member expenditures of CAEP funds must match the objectives and activities included in the Annual Plan. 5) Members participate in consortium/public meetings. 6) Members participate in consortium final decisions. 7) Members report student level enrollment data and outcomes for mid-year and final reporting. 8) Members share information on programs offered, and the resources being used to support the programs. 9) Members provide services that address the needs identified in the adult education plan. 10) Members file biannual financial expenditure and progress reports with the regional consortium.

19. What bylaws does your consortium have addressing member effectiveness? *

GlendaleLEARNS Board has a set of bylaws approved by the board which includes member expectations and relative member effectiveness. The MOUs between GCC and each member also includes information on member effectiveness and contribution to overall Consortium performance such as referral of students to adult education. The contract between GCC and VWDB includes member effectiveness as appropriate for a member receiving funding through a contract. Assurances for member effectiveness are also signed on annual basis by each member as part of the CFAD process.

20. Does the consortium have a formal document detailing its work beyond the questionnaire? *

Yes

20.1 (Yes) Use the space below to provide a link to the formal document. *

If the answer to Question 20 is "yes," please provide a link to the formal document.

GlendaleLEARNS has several formal documents in place to detail its work beyond the questionnaire. These documents include: the board's bylaws, contract between GCC and VWDB which is reviewed and updated annually, the MOUs between GCC and each member which are reviewed and updated annually, MOUs between GCC and each partner, the GlendaleLEARNS Three Year Plan, Annual Plans, and CFAD. In addition, the GlendaleLEARNS Coordinator completed semi annual reports which document accomplishments towards goals and strategies as well as contract deliverables. Documents (except for MOUs) can be found on the GlendaleLEARNS website: <https://www.glendalelearns.org/consortiumresources>.

Member Agencies

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	

Certification & Assurances

By clicking "Approve" on the approval cards below, you are certifying the CFAD as well as confirming that you and ALL consortium members agree to the Assurances listed below.

Assurances**Membership & Decision-Making**

- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a

member (EC 84905 (a)(b). (See Membership Box above).

- I certify that only members as described above (and in EC 84905) are allowed to join my consortium as members and participate in decision making and approvals whether in a public meeting, or via the NOVA planning, budgeting & expense reporting system.
- I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.
- I certify that as a member of the consortium my district shall be represented only by an official designated by the governing board of the member (EC 84905 (c)).
- I certify that as a member of the consortium, I shall participate in any decision made by the consortium (EC 84905 (d)(1)(A)).
- I certify that all decision made by the consortium and its members is final (EC 84905 (d)(1)(F)).
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (EC 84905 (d)(1)(C)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).
- I certify that in addition to the meeting requirements listed in EC 84905, and as agreed upon by the consortium members, that I will follow the public meeting requirements listed in the Ralph M. Brown Act as the Brown Act applies to the governing body of any “local body created by state or federal statute.” (Ed. Code, section 54952.)

Reporting Requirements

- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district’s work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that my expenditures of CAEP funds match the objectives/activities included in the annual plan and the member work plan (EC 84906, 84914(a)).
- I certify that my expenditures of CAEP funds adhere to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
- I certify that I will report student level enrollment data and outcomes as prescribed by the State CAEP Office (EC 84920).
- I certify that I will share financial expenditure and progress reports with the members of my regional consortium.
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).
- I certify that all CAEP expenses have been expended only for the education of persons 18 years of age or older (EC 84901(a)).

No approver contacts.



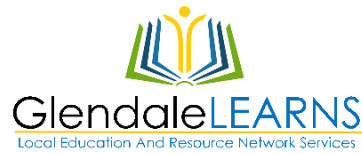
California
Community
Colleges



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NOVA Site Version: [10.1.4](#)

Meeting Schedule
Program Year 2025 - 2026



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	JVS SoCal
December	December 18, 2025	Drive It Like You Mean It! Tips for Smarter Storing & Sharing with Google Drive Presenter: Chris Wilson
January	January 15, 2026	Making Space to Belong: Research Informed Strategies for Cultivating Community in Adult Education: Leveraging Local Findings to Strengthen Institutional Practice and Advocate for Equity at the State and Federal Level - Thatcher Weldon
February	February 19, 2026	Career-Ready Accounting: Our Approach, Our Courses, Our Results Presenter: Annette Amirian
March	March 19, 2026	It's Not What You Know, But Who You Know Ready to level up your networking game? LinkedIn taught us to connect. Dr. Pollack will show you how to make those connections count! Dive into the art of relationship-building that turns handshakes into opportunities. Presenter: Dr. Cindy Pollack
April	April 23, 2026	Labor Market Information
May	May 21, 2026	CAEP Annual Planning
June	June 18, 2026	Motivational Interviewing - Part 2

Tech-Tastic: Work Smarter, Not Harder!



Hi Garfield Campus Community and Partners,

We're excited to invite you to **Tech-Tastic Retreat II: Work Smarter, Not Harder!** on **Friday, May 8 from 8:00 - 1:00 p.m. at the Garfield Campus**—a hands-on day focused on practical tools and tips for AI, Canvas 2.0, Canva, and Outlook. Breakfast and lunch included. FLEX eligible and CPGU pending.

This event is made possible with the support of our partners at GlendaleLEARNs, and we're grateful for their continued commitment to innovation and professional growth across our campus community.

Please RSVP and select your sessions here to guarantee your spot:
this [Tech-Tastic Retreat II – RSVP & Session Selection - Google Forms](#)

Because the training is hands-on, space is limited and selections will be honored based on RSVP.

A couple of quick ACTION ITEMS to help you prepare:

- If you plan to attend a **CANVAS session**, please complete this short survey:
<https://forms.gle/WnFH4kfHzj1Xr5NB9>
- If you plan to attend a **CANVA session** and do not have a GCC Enterprise Canva account, please complete this [CANVA interest Form](#) in advance.

We're looking forward to a fun, collaborative day filled with tools you can use right away.

Can't wait to see you there,

Rosemarie Shamieh, MBA

Division Chair, Noncredit Business and Life Skills
Academic Rank Committee Chair

Naomi Sato

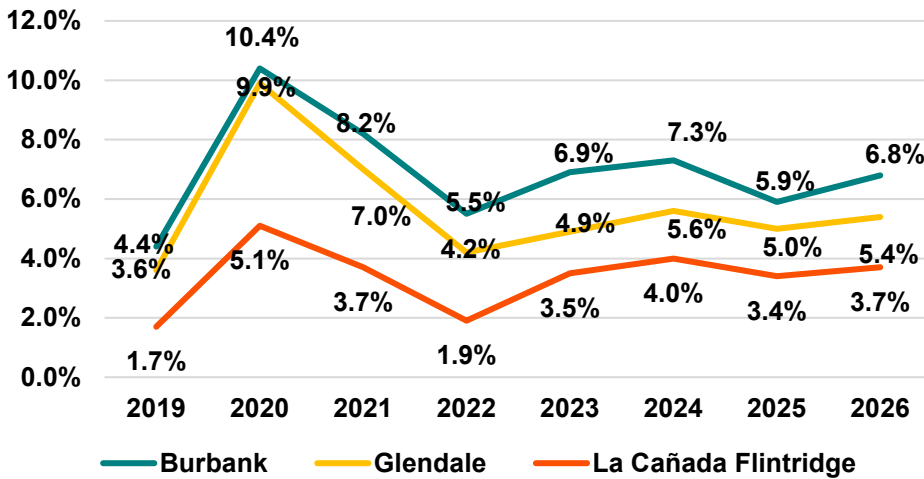
Division Chair, NCESL
Glendale Community College, Garfield Campus

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

January 2026
Quarterly Issue

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



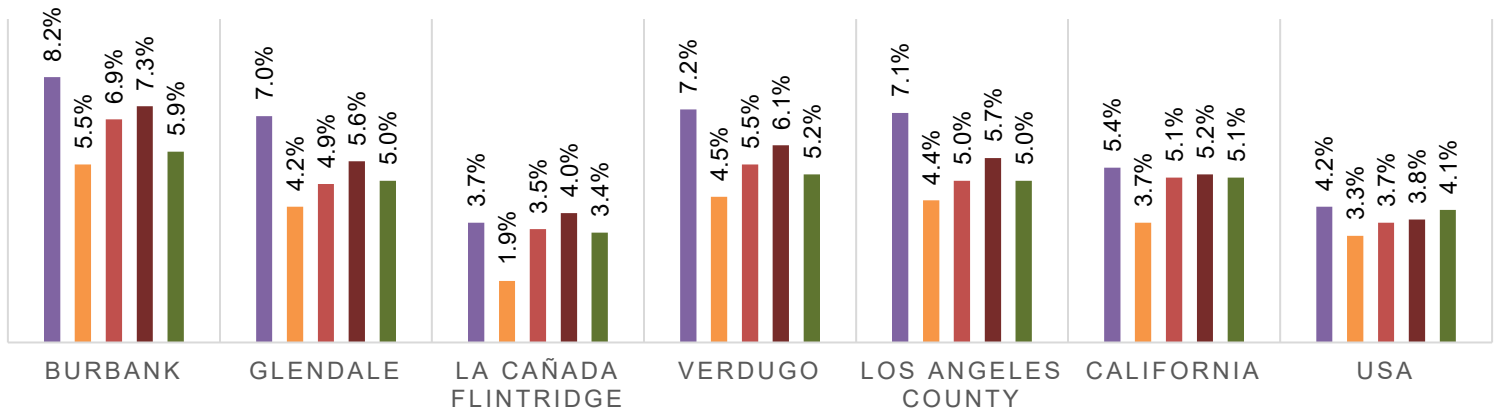
Unemployment Rates Comparison

Verdugo:	5.8%
LA County:	5.5%
California:	5.5%
USA:	4.7%

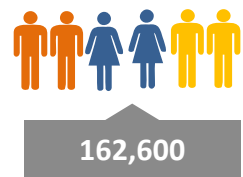
UNEMPLOYMENT RATES COMPARISON

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

■ November 2021 ■ December 2022 ■ December 2023 ■ December 2024 ■ December 2025

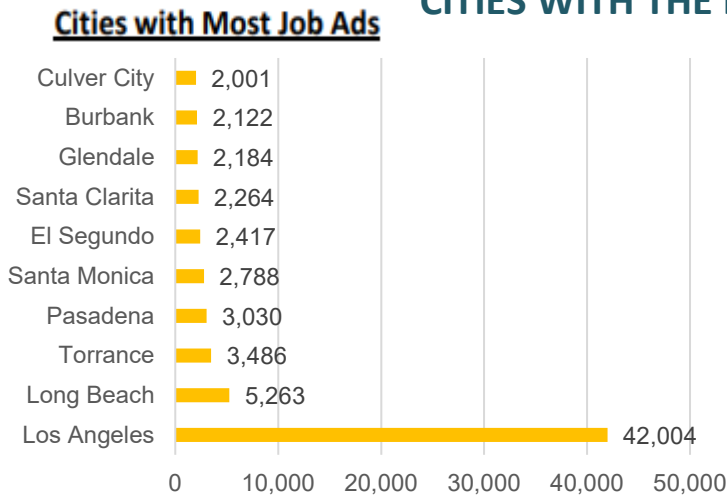


VERDUGO REGION LABOR FORCE (RESIDENTS)



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 January 2026 is 162,600.

CITIES WITH THE MOST JOB ADS



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	282
2. Retail Salespersons	198
3. Home Health and Personal Care Aides	159
4. First-Line Supervisors of Retail Sales Workers	117
5. Customer Service Representatives	101
6. Fast Food and Counter Workers	83
7. Medical and Health Services Managers	80
8. Lawyers	73
9. Food Service Managers	64
10. General and Operations Managers	62

The total number of job ads for the Top 10 Occupations decreased from 1,412 in December 2025 to 1,219 in January 2026 .

TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA



187Ads
(-3%)



142Ads
(-15%)



78 Ads
(-14%)



82 Ads
(-8%)



61Ads
NEW

*Increase/Decrease from December 2025 Verdugo LMI report.

DEFINITIONS

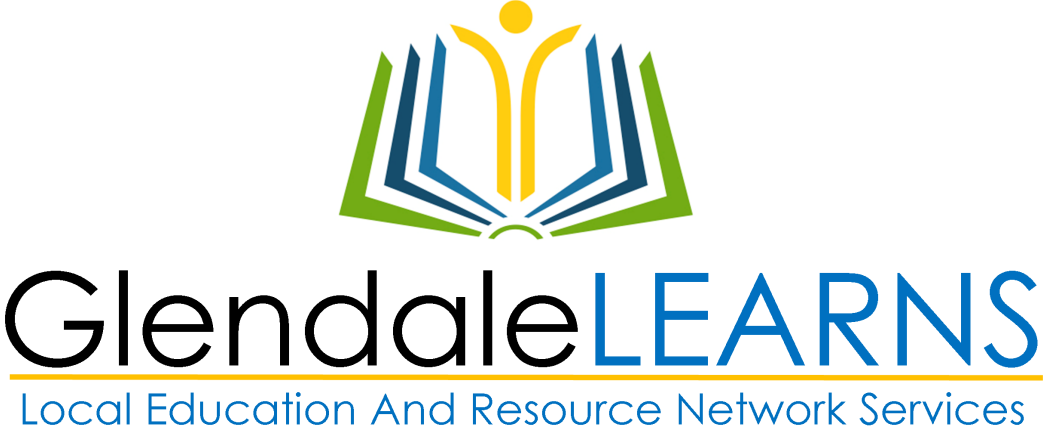
Labor force: Persons classified as employed or unemployed.

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.

CAEP Annual Plan Preparation 2026-2027



Identified Barriers



- Lack of Technology: Hotspots
- Financial challenges due to economic changes
- Fear of Public Transportation
- Unstable Lives/Changing Schedules
- Loss of Shelter/Homes
- Mental Health & Well Being Issues
- Fear of Going Back to Work/College
- Lack Work Experience
- Challenging to Establish Partnership with Students who are Distance Learning
- Language barriers
- Adults without diplomas/HSE
- Uncertain economic environment
- Uncertain educational levels resulting from lockdowns
- Mismatch between skills of unemployed and skills in demand

Identified Barriers (continued)

- **Childcare/Adult Care remains a barrier**
- **Students have outdated technology and software skills.**
- **Assistance with pathway to work legally.**
- **Assistance with transitioning international credentials to USA recognized credentials.**



Updates

Based on the changes that have occurred over the past year, what updates are needed to the identified barriers?

- Are there any that should be deleted?
- Any additions needed?
- Any revisions needed?

A magnifying glass is held over a black keyboard key. The key has the words "ADULT EDUCATION" printed in white, bold, uppercase letters. The magnifying glass is held by a hand, and its lens is centered on the key. The background shows a wooden desk with a keyboard, a yellow paperclip, and a pencil on a notepad.

**ADULT
EDUCATION**



Identified Needs

- Supportive services
- Resource advocacy to assist students address barriers and challenges.
- Paid work-based learning
- Comprehensive career pathways
- Bridge programs
- Hybrid opportunities for education and training: in-person and distance learning
- Continue co-enrollment to meet student needs
- Continue building partnerships with emphasis on K-12 counselors
- Continue professional development opportunities
- Job Search Assistance

Updates

Based on the changes that have occurred over the past year, what updates are needed to the identified Needs?

- Are there any Needs that should be deleted?
- Any additions needed?
- Any revisions needed?



Annual Plan 2025-2026

Objectives and Activities



Objective 1: Address Educational Needs

Develop and Implement Career Pathways



Objective 2: Improve Integration of Services & Transitions

Implement Bridge Programs in ABE/ASE/ESL

Integrate Bridge Programs in CTE/STV Programs.



Objective 3: Improve Effectiveness

Partner with VWDB to leverage resources (co-enrollment with WIOA I)

Updates

Based on the changes that have occurred over the past year, what updates are needed to the Objectives and Activities?

- Are these realistic activities that we can continue to work on?
- Are there any objectives or activities that should be deleted?
- Any additions needed?
- Any revisions needed?

A magnifying glass is held over a black keyboard key. The key has the words "ADULT EDUCATION" printed in white, bold, capital letters. The background shows other keyboard keys like "P", "option", and "shift", and a wooden desk surface with a yellow paperclip and a pencil on a notepad.

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



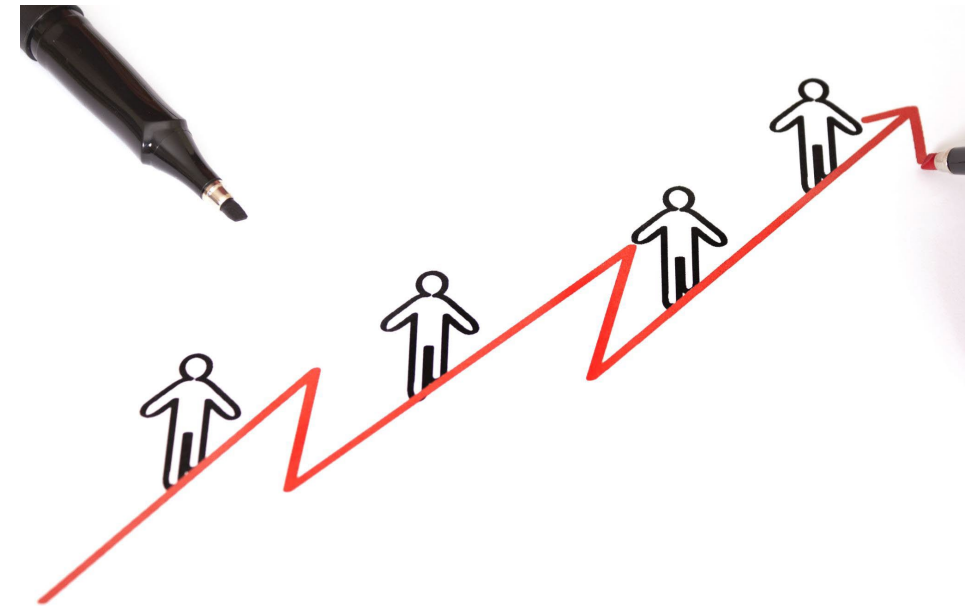
3. Improve Effectiveness of Services: Capitalize on opportunities to leverage resources with GlendaleLEARNS partners

- 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

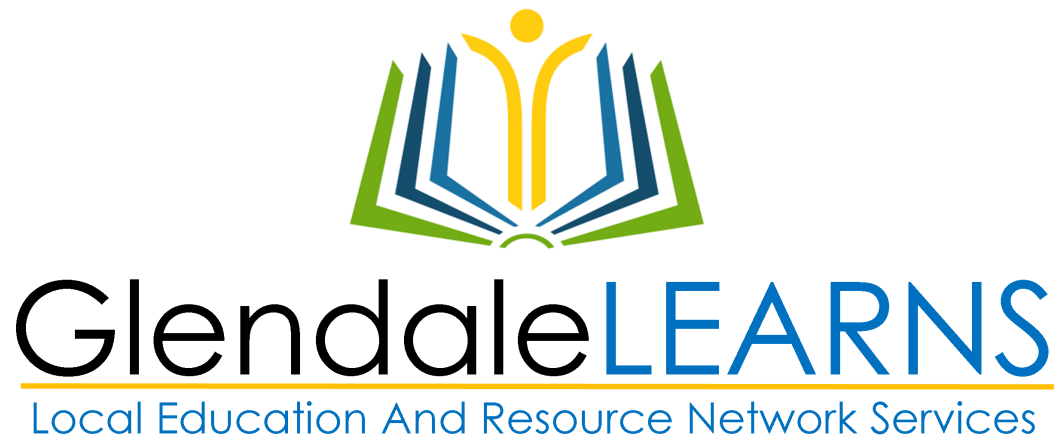


Updates

Is there anything else from the Three-Year Plan that needs to be moved up to the Annual Plan?



CAEP Annual Plan 2026-2027



CITIZENSHIP CLASSES



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

Classes begin Tuesday, April 14, 2026 at Pacific Park Library and continue every Tuesday until June 30, 2026.

6:30 PM - 8:00 PM

Classes are free and hosted by the International Rescue Committee.

Space is limited to 15 students; registration is required.

To register, or for more information please contact the Literacy Center at **(818) 548-6450** or Pacific Park Library at **(818) 548-3760**

LITERACY CLASSES

Learn to communicate with neighbors, employers, and new friends in the beautiful City of Glendale!



Classes are for adults (ages 18 and up). All languages are welcome. Must register with the Literacy Center to participate. Space is limited.

LOCATION	DAY	CLASS DATES	TIME	INSTRUCTOR
CASA VERDUGO	MONDAYS	April 6, 13, 20, 27 May 4, 11, 18 June 1	1:00 PM - 3:00 PM	Ray
CENTRAL	MONDAYS	April 6, 13, 20, 27 May 4, 11, 18 June 1	1:00 PM - 3:00 PM	Judy
MONTROSE	TUESDAYS	April 7, 14, 21, 28 May 5, 12, 19 June 2	11:00 AM - 1:00 PM	Sherry
CENTRAL	TUESDAYS	April 7, 14, 21, 28 May 5, 12, 19 June 2	11:00 AM - 1:00 PM	Laurel
CENTRAL	FRIDAYS	April 10, 17, 24 May 1, 8, 15, 22, 29	9:00 AM - 11:00 AM	Ray
CENTRAL	FRIDAYS	April 10, 17, 24 May 1, 8, 15, 22, 29	1:00 PM - 3:00 PM	Ray

ADULT LITERACY CONVERSATION LOUNGE

CENTRAL	WEDNESDAYS	ONGOING	12:00 PM - 1:00 PM	Staff
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For more information or to register, please contact the Literacy Center at (818) 548-6450 or email us at Literacy@GlendaleCA.gov

MOTIVATIONAL INTERVIEWING

◆ WORKSHOP ◆ PART 2



In this hands-on workshop, you will:

- ✓ **Build Your Foundation**
Review and build on key concepts from the first workshop
- ✓ **Practice in Action**
Practice core Motivational Interviewing (MI) skills in an interactive setting.
- ✓ **Strengthen Your Impact**
Strengthen active listening to better engage clients and guide motivational language

*Perfect for professionals who want to feel more **confident, effective, and impactful** in their work.*



Struggling to get clients/students to follow through, open up, or stay engaged?

**SAVE
THE
DATE**

Event Details:

 **JUNE
18**

1:00 - 3:00PM

 **HOSTED BY:**
MARY BETH ABELLA, M.S.W.
Principal Consultant
Motivational Interviewing for Change, LLC.
Motivational Interviewing Network of Trainers (MINT), member

Verdugo

Workforce Development Board

“Making Fact-based Decisions with Labor Market Information”

Juan Millan

Research Data Analyst II

State of California


Labor Market Information Division





“Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”

*-Abraham Lincoln,
16th President of the United States*

Benefits of LMI

- 
- Provides critical information needed to find a job or change your career.
 - A tool for both job seekers and employers.

- 
- Neutral, objective, and credible.
 - Answer's questions without estimating or guessing.

- 
- Improves efficiency.
 - Helps you make informed decisions.

How Customers Use LMI

Job Seekers

Career Planning

Wage & Benefits

Skills Assessment

Job Security

Employers

Wage and Benefits

Employee Recruitment

Business Retention and Expansion

Mergers and Consolidations

Researchers

Public Policy Development

Applied Research Studies

Raw Industry and Occupational Data

Industry Cluster and Skills Gap Analysis

Sources of Labor Market Information

- California Unemployment Insurance Tax System
- Current Population Survey (CPS)
- Local Area Unemployment Statistics (LAUS) Program
- Current Employment Statistics (CES) Program
- Occupational Employment and Wage Statistics (OEWS) Program
- Bureau of Labor Statistics (BLS)



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Labor Market Information

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California Labor Market Indicators				
Metrics	May, 2025	June, 2025	Change	
Unemployment Rate	5.3%	5.4%	0.1%	↑
Labor Force	19,807,400	19,840,800	33,400	↑
Employment	18,749,100	18,770,800	21,700	↑
Unemployment	1,058,300	1,070,000	11,700	↑
Nonfarm Jobs	18,017,200	18,011,100	-6,100	↓



Data Source: EDD Labor Market Information Division

Note: Data is seasonally adjusted. May 2025 data is revised and June 2025 data is preliminary.

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Understanding Local Area Labor Markets

There are two major indicators to consider for a better understanding of the local labor market: *“Two Tales of One City”*

- Data on the working situation of the **Residents** - Referred to as Labor Force Data, this monthly data is gathered from a residential survey
- The number of Jobs by **Establishment** – Known as Industry Employment, this monthly data is gathered from an employer survey

Labor Force Data

“The Residents”

Types of Unemployment

Types of Unemployment

- Frictional Unemployment
- Structural Unemployment
- Seasonal Unemployment
- Cyclical Unemployment
- Natural Unemployment
- Low Unemployment

Frictional Unemployment



Structural Unemployment



Natural Rate of Unemployment

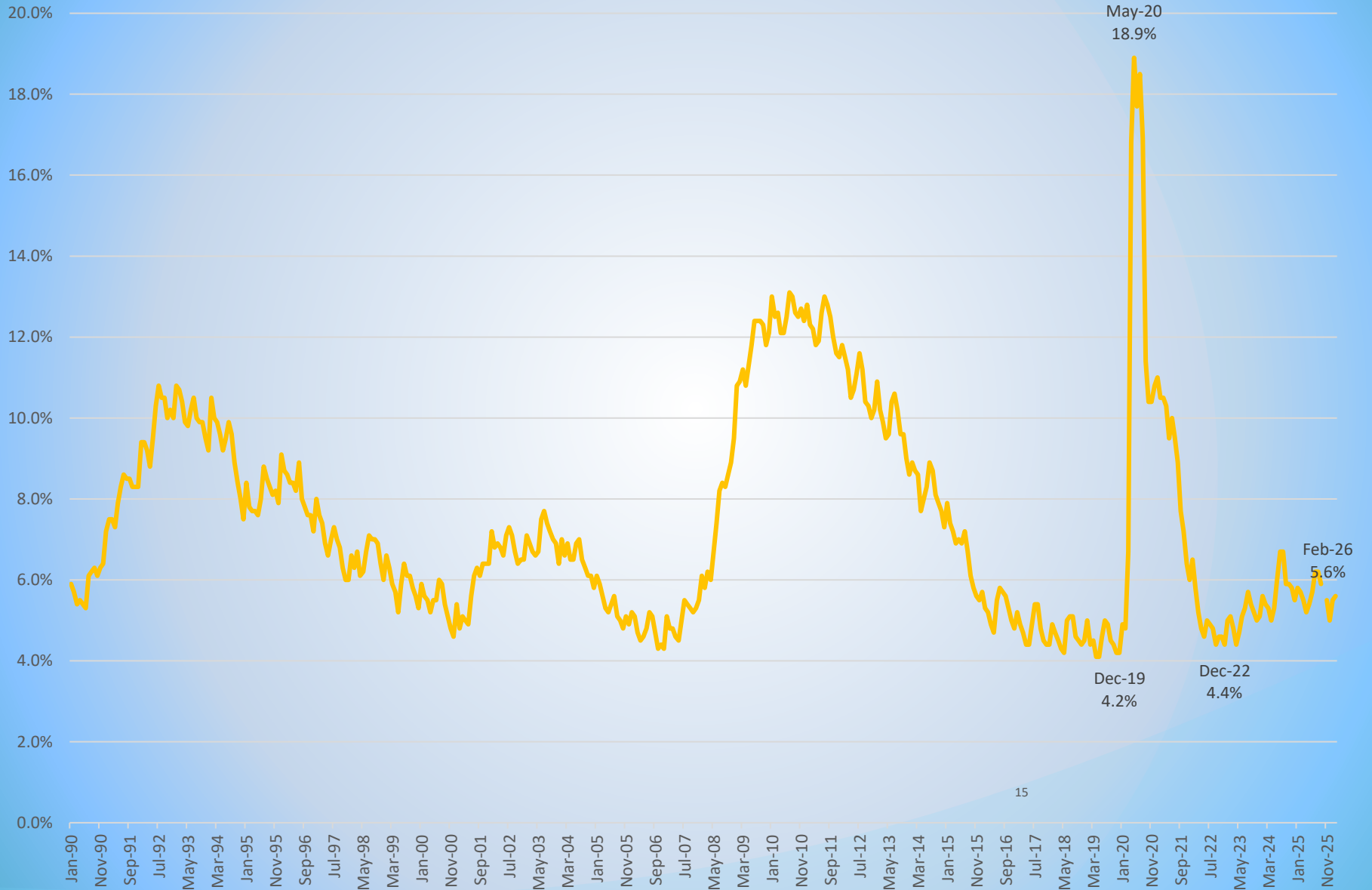
- A combination of frictional and structural unemployment. In a dynamic economy when labor is allowed to move freely from one job to another, or one career to another, there will always be some amount of unemployment
- Also, the continual changes that occur in an innovative society means that there is always some structural unemployment
- Our goal is NOT zero unemployment, but rather low unemployment. Why?
- What happens if you eliminate both frictional and structural unemployment and have zero unemployment? No change or innovation

Low Unemployment Rate

Low unemployment or full employment, is the lowest the unemployment rate will drop to before we begin to see a rise in inflation. And how low is that???



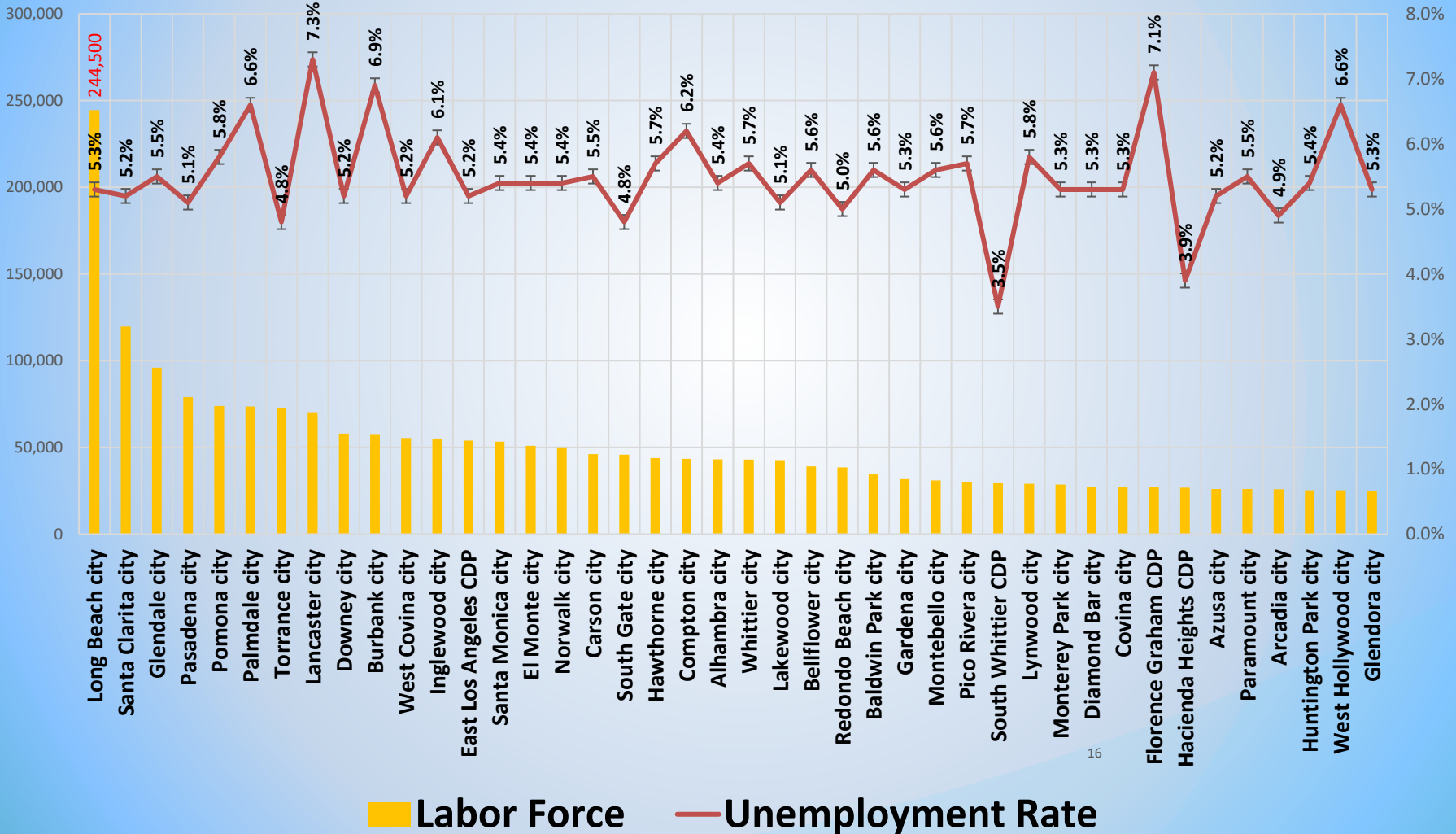
Los Angeles County Civilian Unemployment Rate: Jan 2000 – Aug. 2025



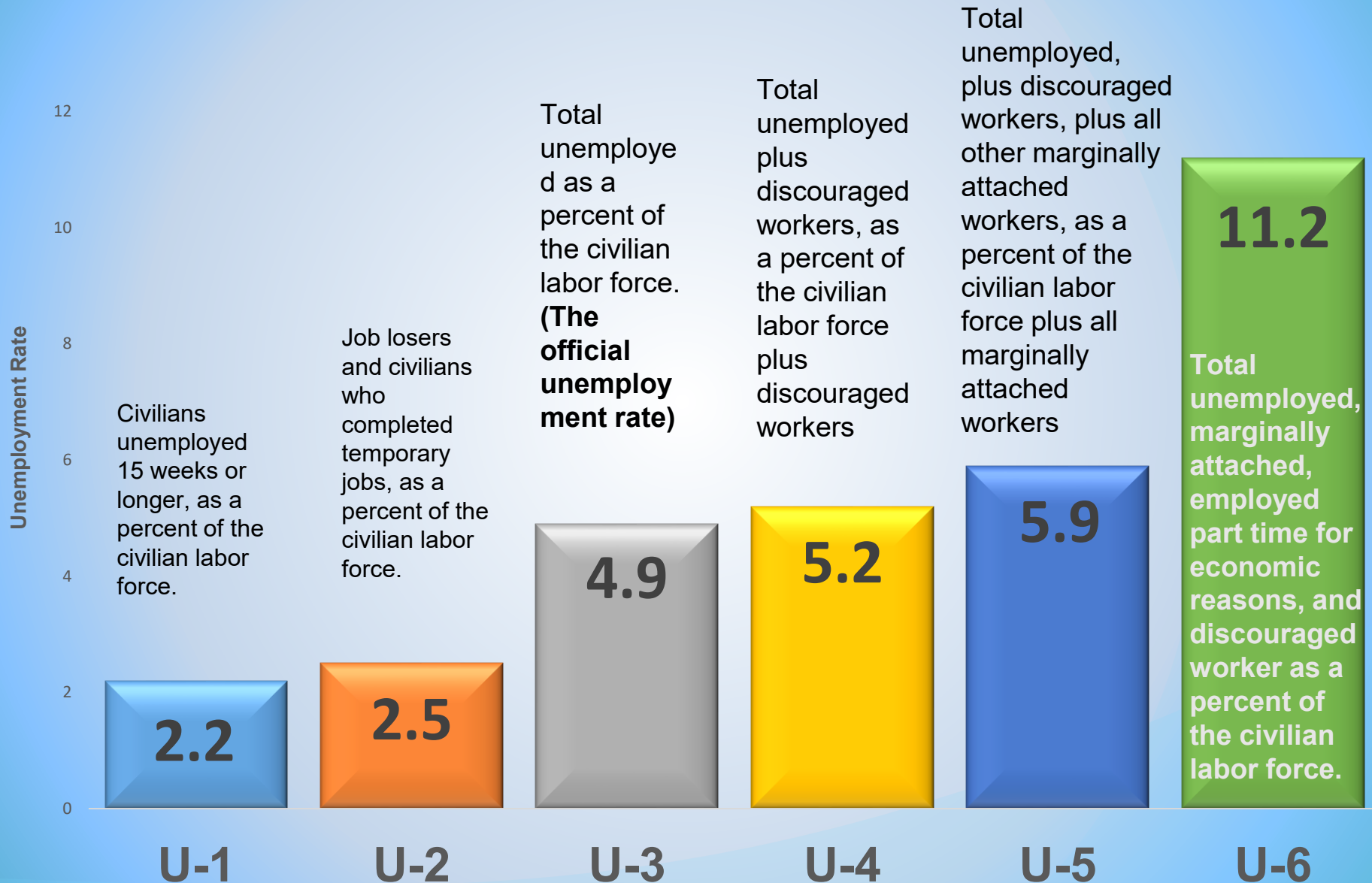
Los Angeles County Civilian Unemployment Rate: Jan 2000 – Aug. 2025

L.A. County: 5,500,00 5.6%
 L.A. City 1,200,00 5.7%

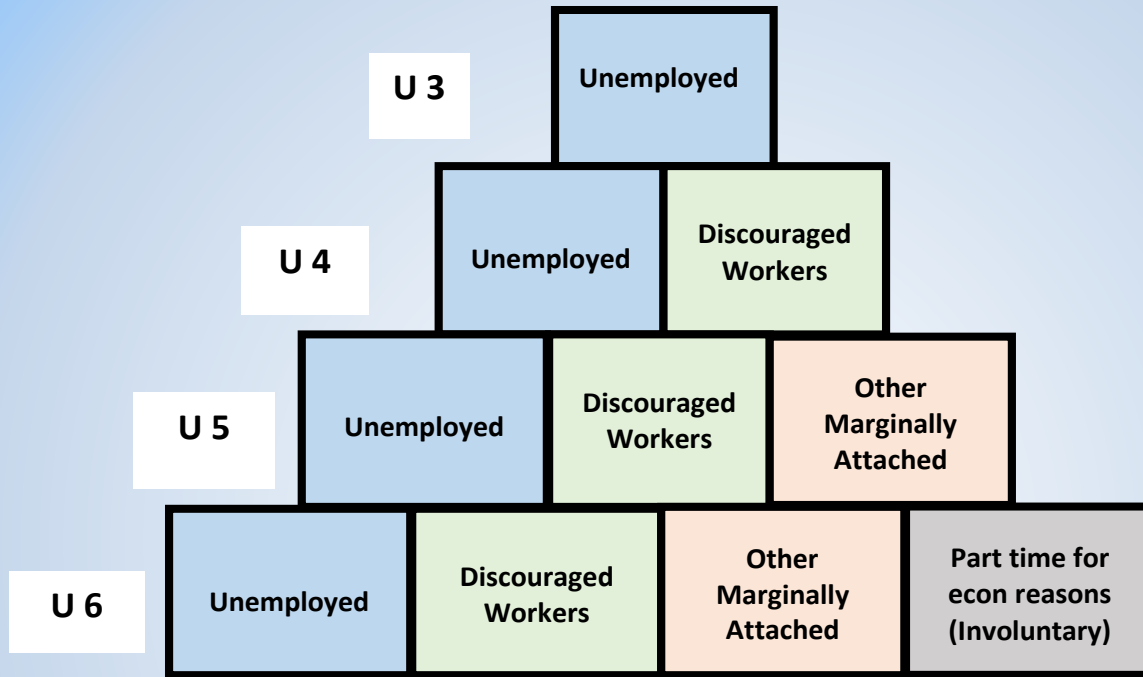
Cities with 25,000+ Civilian Workers



Alternative Measures of Labor Utilization



Measures of Unemployment



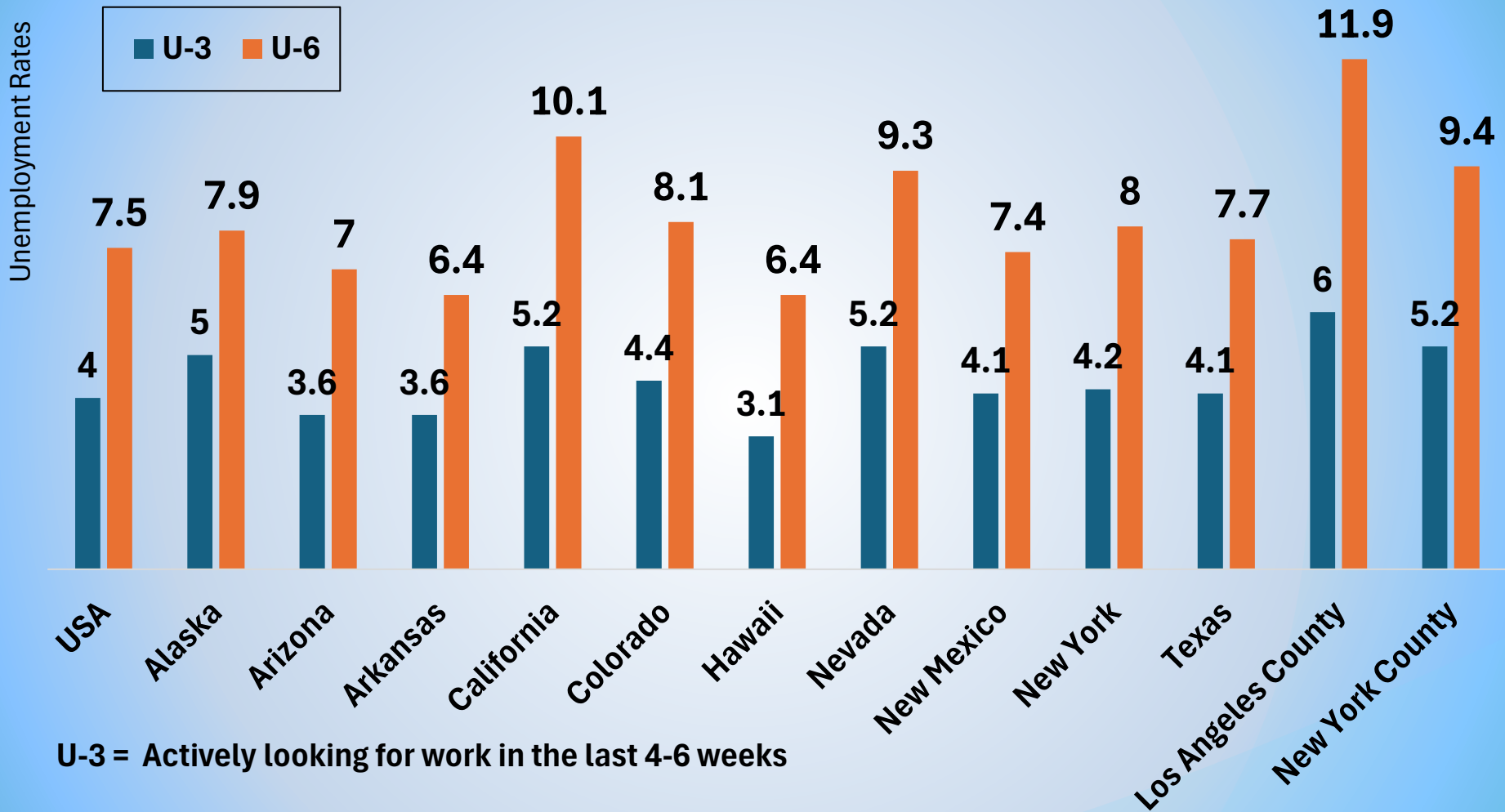
Unemployed – 1) In labor force 2) Not working 3) Available for work 4) Actively looking in past 4 weeks

Discouraged worker – 1) Not in labor force 2) Not working. 3) Available for work 4) Looked for work in prior 12 months 5) Believes no jobs are available or does not qualify

Other Marginally Attached - 1) Not in labor force 2) Not working. 3) Available for work 4) Not actively looking in past 4 weeks 5) Looked for work in prior 12 months Examples: Going to school, child care issues, transportation problems

Part time for economic reasons (Involuntary part time) – 1) Would like to work full time 2. Working part time because of hours cut-back

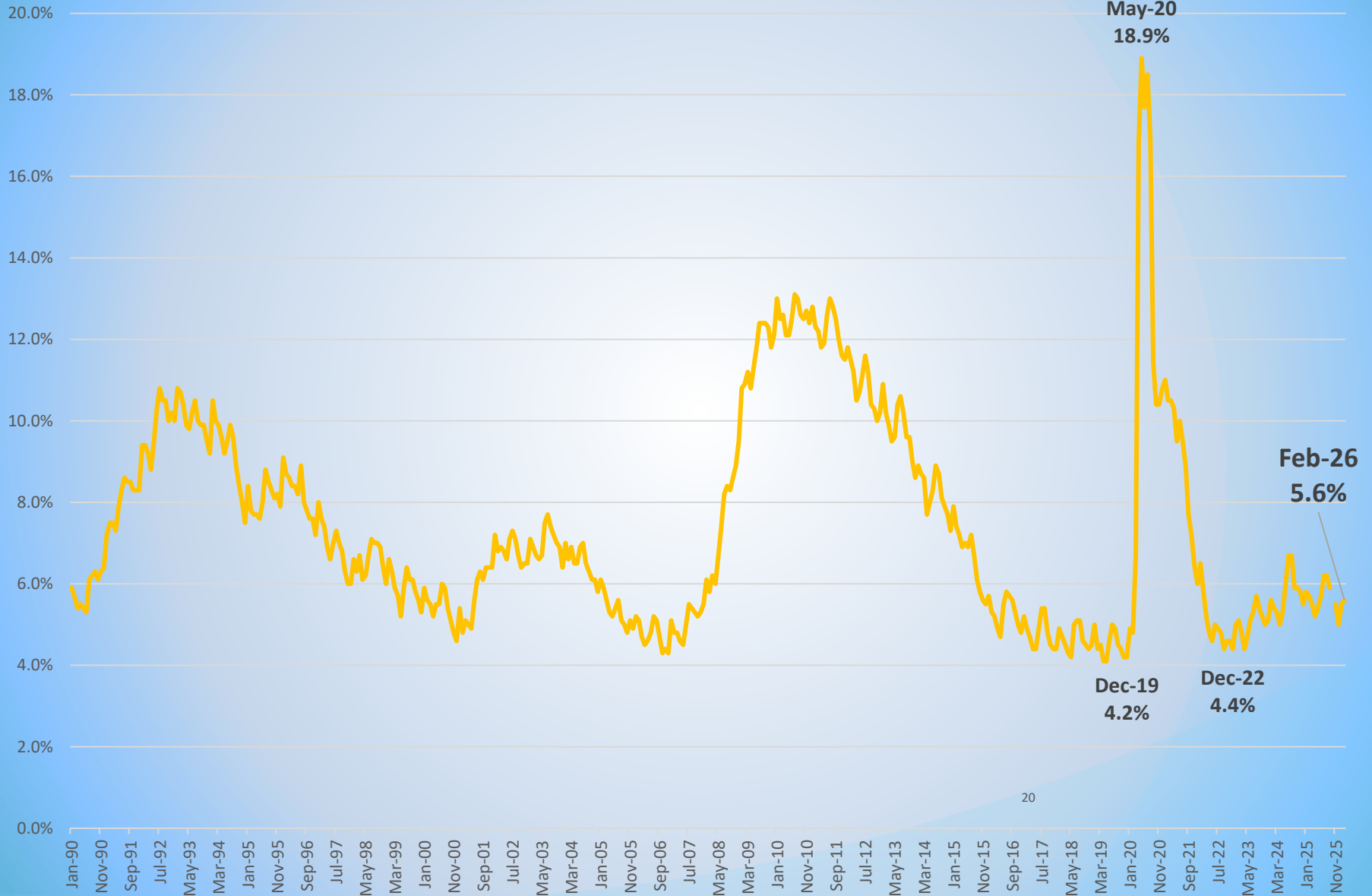
Alternative Measure of Labor Utilization: Select States Annual Averages 2024



U-3 = Actively looking for work in the last 4-6 weeks

U-6 = U-3 plus long term unemployed, discouraged workers, marginally attached workers, and unemployed for part-time reasons

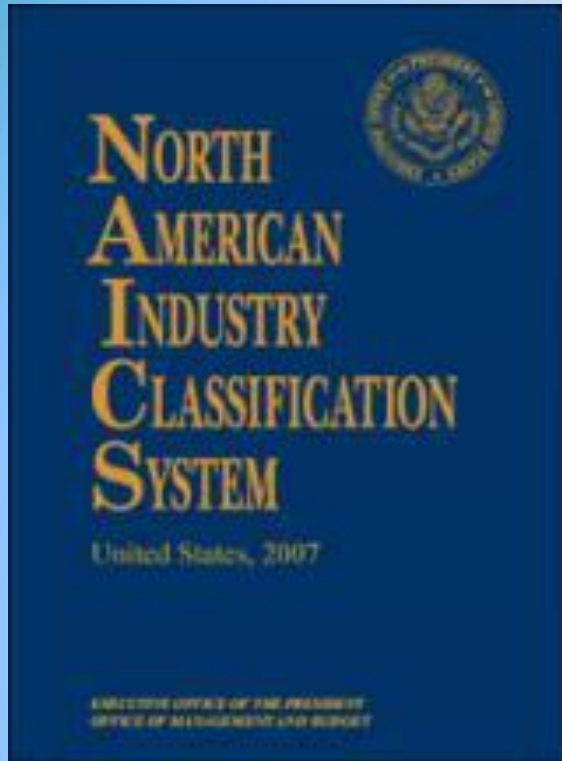
Los Angeles County Civilian Unemployment Rate: Jan 2000 – Aug. 2025



Industry Employment Data

“The Jobs”

Industry Employment

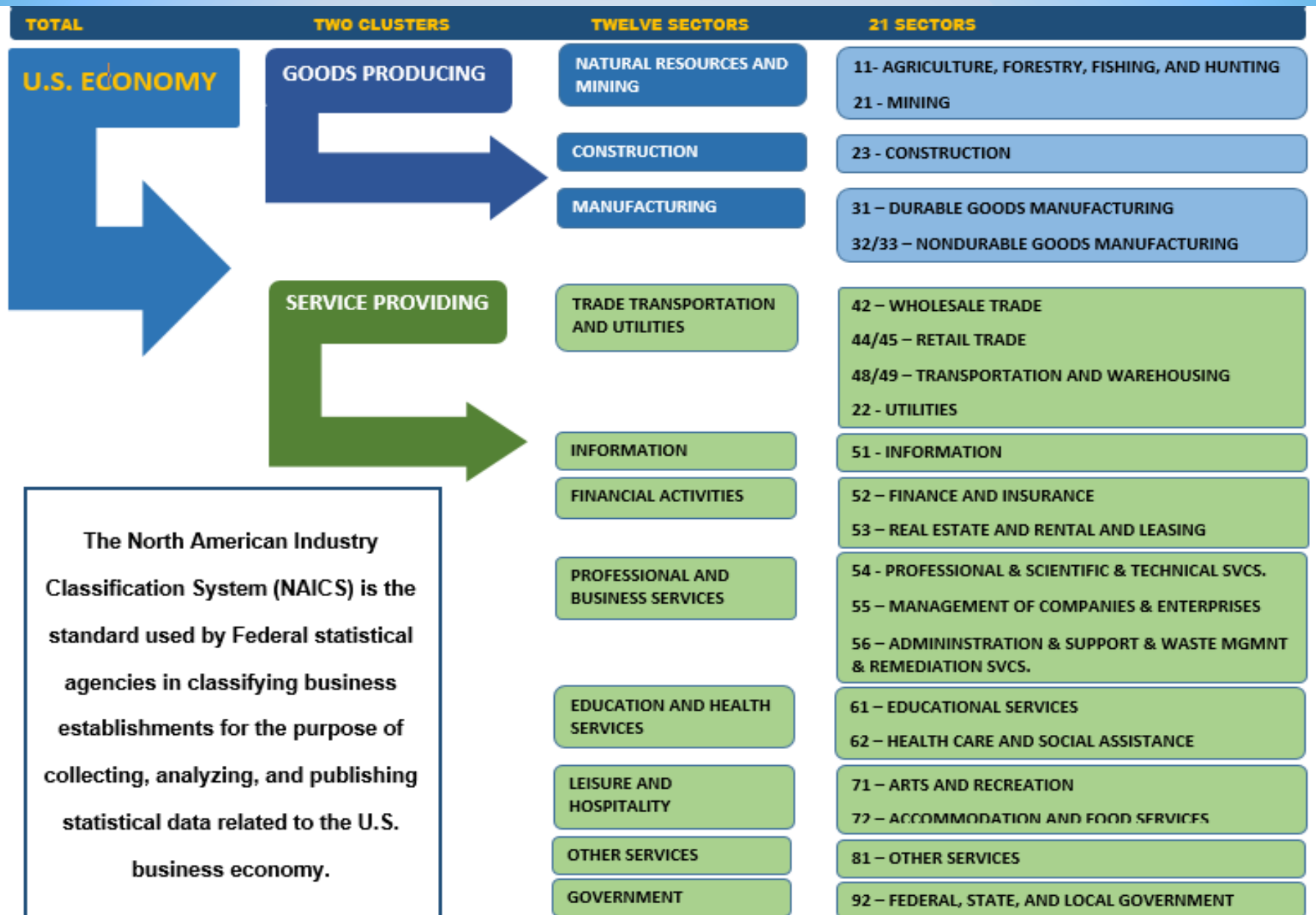


NAICS

The official coding system for businesses in North America. Every legal establishment is classified under one of these industry sectors. Quarterly tax records provide a count of the number of establishments, workers, and wages for each sector.

Sector	Description
<u>11</u>	Agriculture, Forestry, Fishing and Hunting
<u>21</u>	Mining, Quarrying, and Oil and Gas Extraction
<u>22</u>	Utilities
<u>23</u>	Construction
<u>31-33</u>	Manufacturing
<u>42</u>	Wholesale Trade
<u>44-45</u>	Retail Trade
<u>48-49</u>	Transportation and Warehousing
<u>51</u>	Information
<u>52</u>	Finance and Insurance
<u>53</u>	Real Estate and Rental and Leasing
<u>54</u>	Professional, Scientific, and Technical Services
<u>55</u>	Management of Companies and Enterprises
<u>56</u>	Administrative and Support and Waste Management
<u>61</u>	Educational Services
<u>62</u>	Health Care and Social Assistance
<u>71</u>	Arts, Entertainment, and Recreation
<u>72</u>	Accommodation and Food Services
<u>81</u>	Other Services (except Public Administration)
<u>92</u>	Public Administration

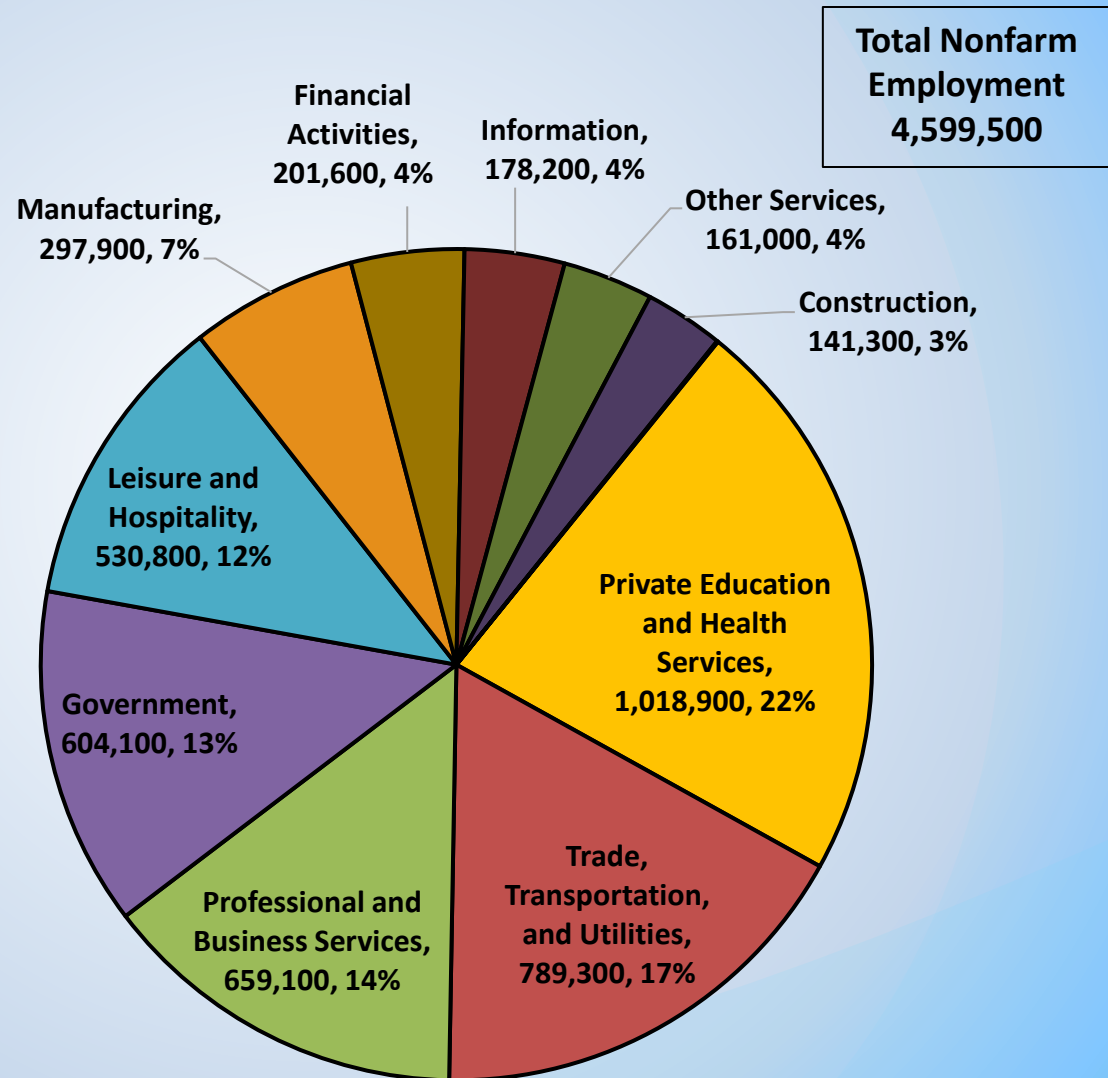
North American Industry Classification System



Los Angeles County Industry Employment: February 2026

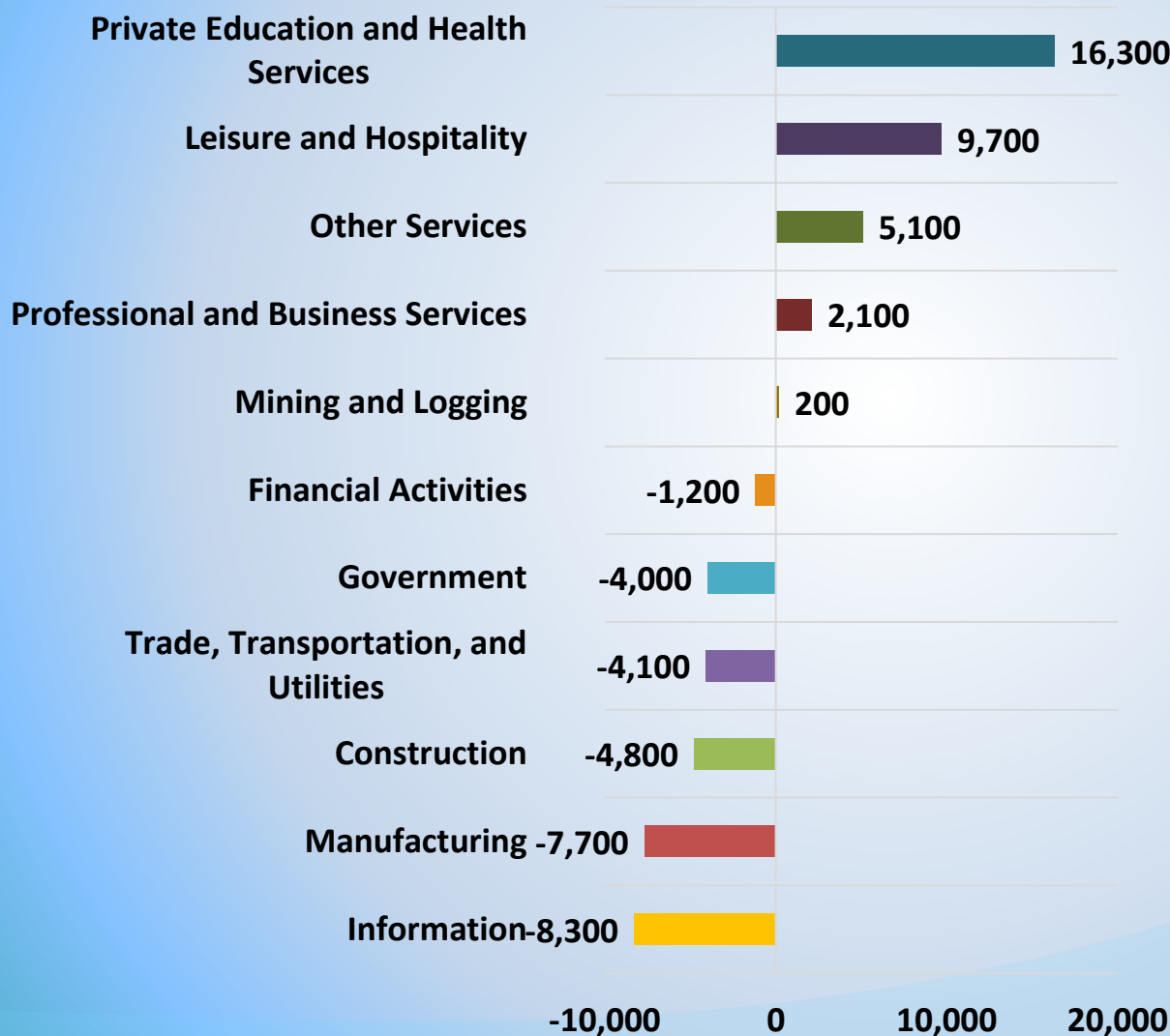
About one in ten workers in L.A.

County works in the healthcare services. The healthcare demands of the largest segment of the population (born between 1946-1964) have driven up the number of jobs in Healthcare and Social Assistance. Medical advances have also extended the lifespan of "Baby-boomers" making this industry the most abundant with jobs.



Year-Over Industry Employment Change

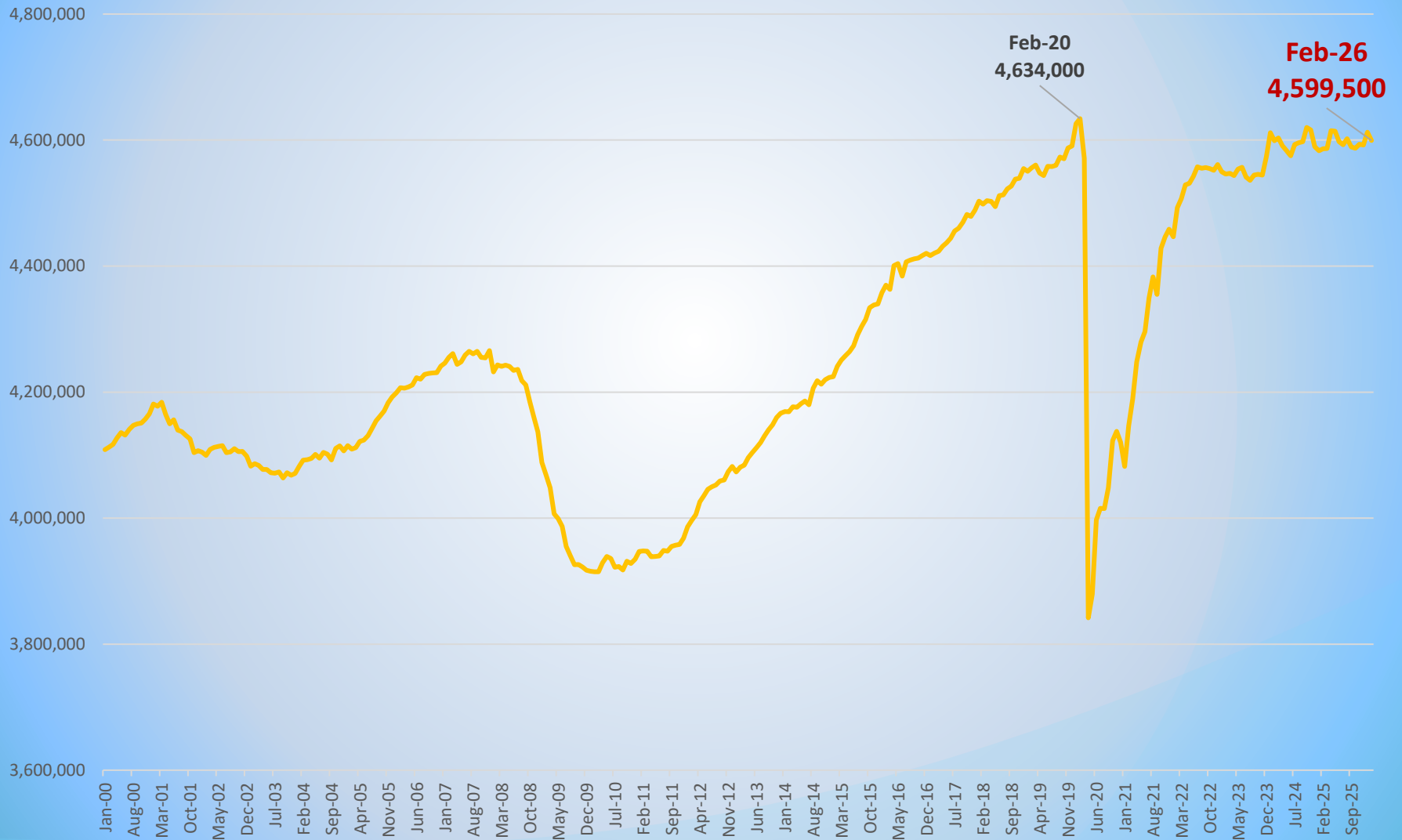
Feb 2026 Year-Over Industry Employment Change



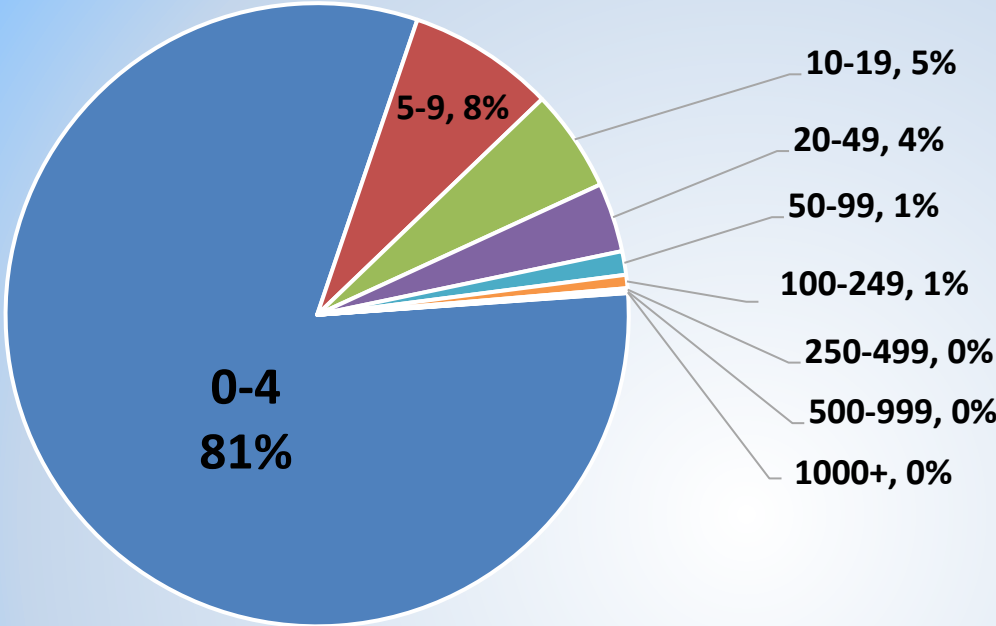
Apart from Private Ed. and Health Care, Leisure and hospitality (which includes restaurants and hotels) and Other Services (which includes barber shops and beauty salons), reported the most year over job growth.

Los Angeles County Total, All Industries Jobs

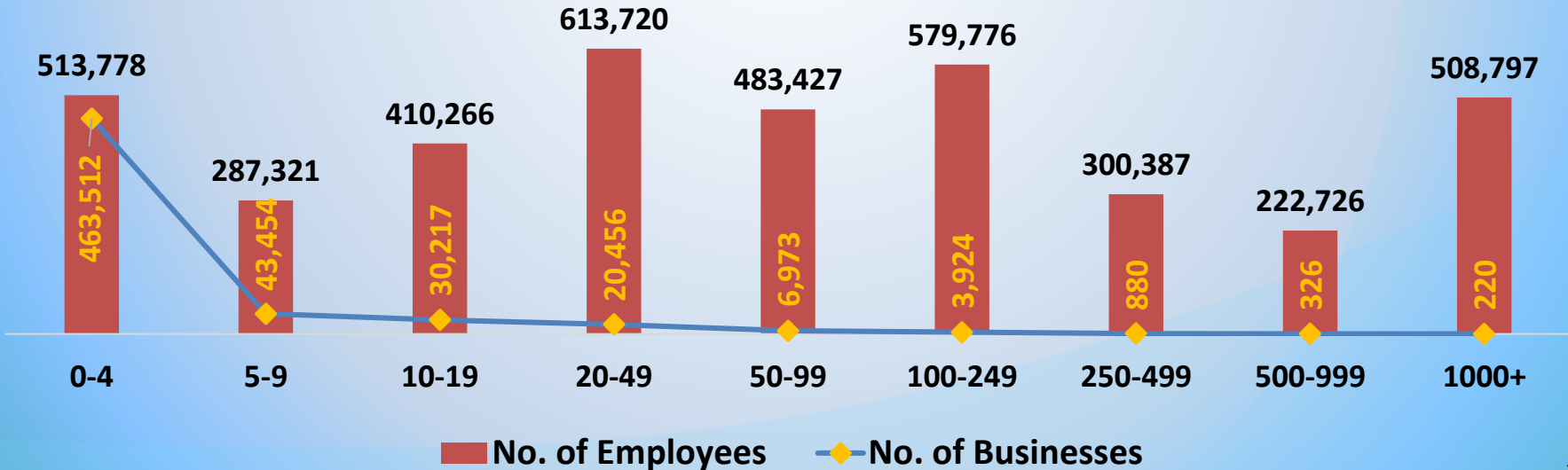
Total Nonfarm



Los Angeles County Size of Business Report: 2024 Q3



“Small businesses are the backbone of America’s Economy”



2022 – 2032

*Industry & Occupational
Projections*

Explore Career Choices with LMI

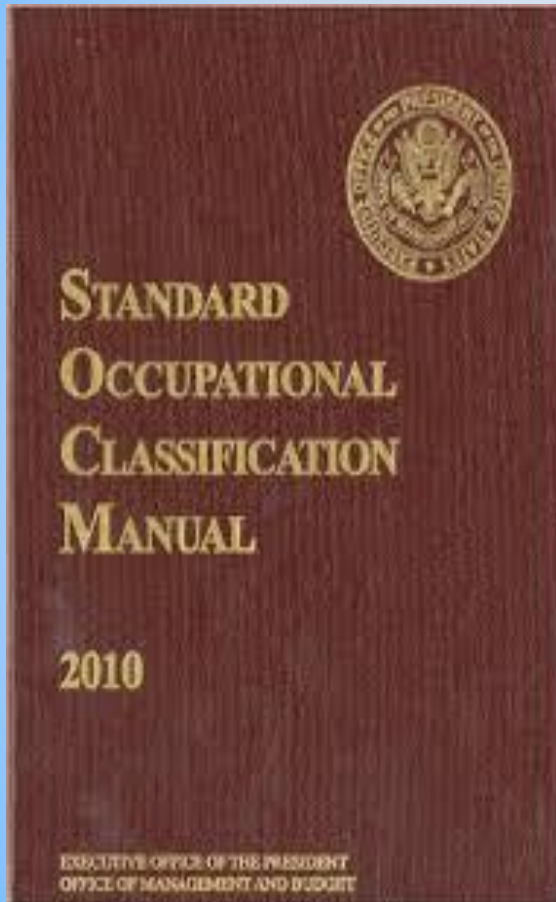
“Before You Choose, Consider These Four Factors.”

1. Give yourself a **thorough self assessment** for career exploration. “Find a job you love, and you’ll never work a day in your life.” - Confucius
2. Explore the **monetary value of your career**, know exactly how much your career will earn you with LMI.
3. Your targeted or **required training or educational level** for your career; how much are you willing to commit?
4. The **Job Security** of the career you choose

Occupational Projections

- Narrow your choice and identify which jobs are up and coming...and which are not (to avoid)
- The more job growth the better future job security for your career choice
- Identify the required training or education for your choice of occupations
- Learn the expected wages being paid in your career

Standard Occupational Classification (SOC)



The 2018 Standard Occupational Classification (SOC)

- Federal statistical coding system used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
- All workers are classified into one of 867 detailed occupations according to their occupational definition.
- To facilitate classification, detailed occupations are combined to form 459 broad occupations, 98 minor groups, and 23 major groups.

LOS ANGELES COUNTY 2022 OCCUPATIONAL PROJECTIONS

SOC	Occupational Group	2022 Projections	2020 Projections
31-0000	Healthcare Support Occupations	22.6%	30.3%
15-0000	Computer and Mathematical Occupations	14.3%	19.5%
21-0000	Community and Social Service Occupations	14.1%	13.7%
29-0000	Healthcare Practitioners and Technical Occupations	13.4%	13.4%
23-0000	Legal Occupations	12.3%	12.3%
37-0000	Building and Grounds Cleaning and Maint.	11.6%	15.9%
39-0000	Personal Care and Service Occupations	10.5%	43.4%
19-0000	Life, Physical, and Social Science Occupations	10.5%	13.6%
35-0000	Food Preparation and Serving Related Occupations	10.0%	41.8%
47-0000	Construction and Extraction Occupations	8.8%	12.8%
53-0000	Transportation and Material Moving Occupations	8.6%	18.3%
33-0000	Protective Service Occupations	8.6%	11.7%
11-0000	Management Occupations	8.5%	18.1%
13-0000	Business and Financial Operations Occupations	7.7%	14.4%
25-0000	Educational Instruction and Library Occupations	7.2%	12.4%
17-0000	Architecture and Engineering Occupations	6.4%	7.2%
27-0000	Arts, Design, Entertainment, Sports, and Media	5.9%	16.9%
49-0000	Installation, Maintenance, and Repair Occupations	5.7%	10.8%
41-0000	Sales and Related Occupations	0.2%	9.5%
43-0000	Office and Administrative Support	-3.0%	1.7%
45-0000	Farming, Fishing, and Forestry Occupations	-1.9%	0.0%
43-0000	Office and Administrative Support Occupations	-3.0%	1.7%
51-0000	Production Occupations	-5.8%	1.6%
00-0000	Total, All Occupations	8.7%	15.7%

What is in the Occupational Projections?

- Estimated employment by occupation.
- Growth and decline trends.
- Total estimated job openings.
- Hourly and annual average wages.
- Education and work experience requirements.



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- [Occupational Employment & Wage Statistics](#)
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- [Industry and Occupational Employment Projections](#)

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- [Unemployment Rate & Labor Force](#)
- [Industries](#)
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Online Services

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Occupational Projections (continued)

LMI by Customer

- Job Seekers and Students
- Employers
- Economic Developers
- Educators and Trainers
- Workforce Partners
- **More...**

LMI Data Library

- EDD Data Library
- Historical Labor Force Data
- Local Area Profiles
- Major Employers by County
- Online Job Vacancy Statistics
- **More...**

LMI by Subject

- Unemployment Rate and Labor Force

LMI by Geography

- California

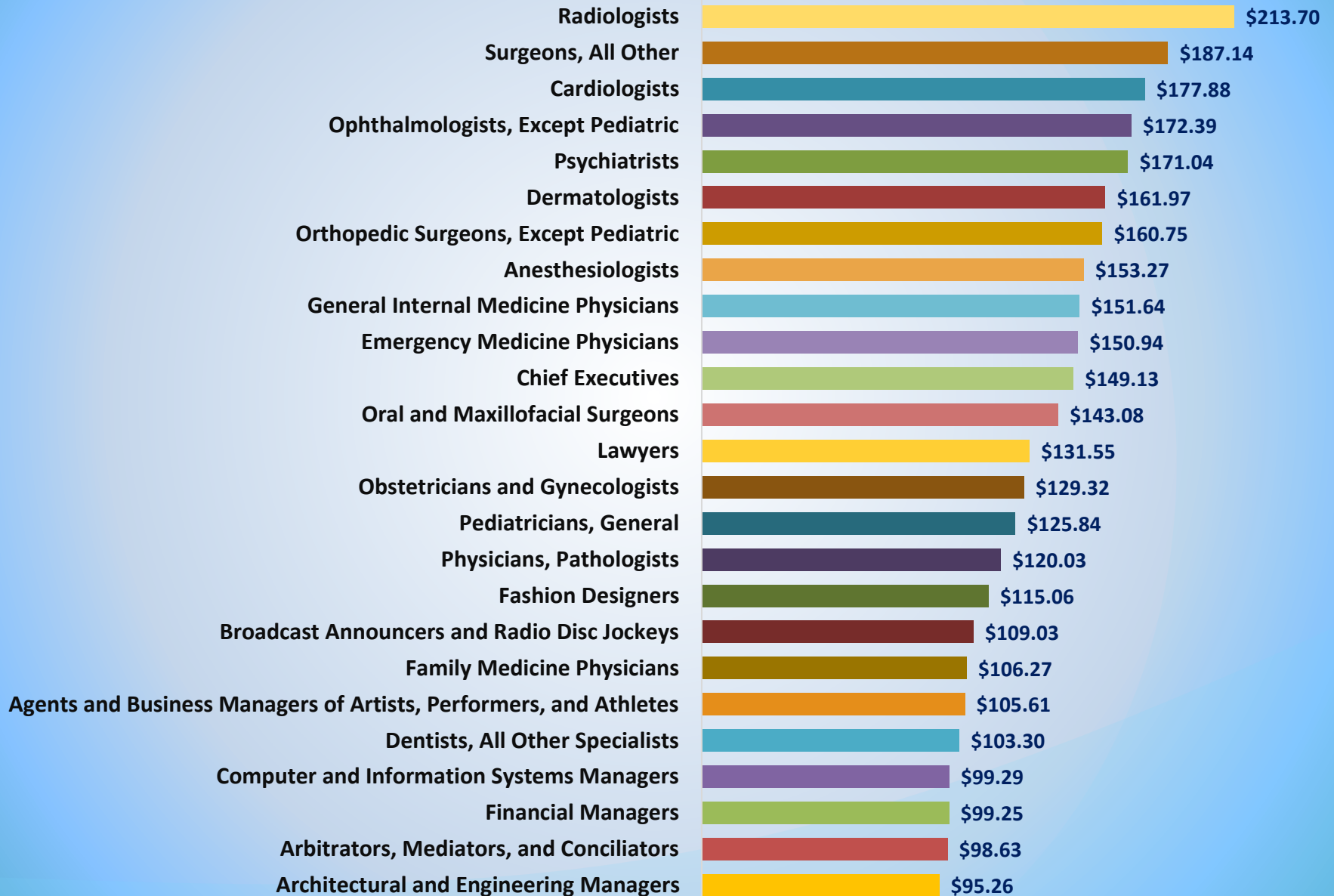
Employment Projections

- **California Employment Projections (Short-term & Long-term)**
- Job Outlook for California Community College Educational Programs
- Online Job Vacancy Statistics / (HWOL)

Master List of Official Occupations

SOC Code ^[2] [1]	Occupational Title ^[3]	Base Year Employment Estimate 2022 ^{[4][5]}	Projected Year Employment Estimate 2032 ^[6]	Numeric Change 2022-2032 ^[6]	Percentage Change 2022-2032 ^[6]	Exits ^[7]	Transfers ^[8]	Total Job Openings ^[9]	Median Hourly Wages ^[10]	Median Annual Wages ^[10]	Entry Level Education ^{[11][12]}
29-124	Orthopedic Surgeons, Except Podiatric	490	500	10	2.0%	90	30	150	\$0.00	\$0	Doctoral or professional degree
29-124	Surgeons, All Other	490	520	30	5.8%	90	30	150	\$0.00	\$0	Doctoral or professional degree
29-129	Acupuncturists	1,660	1,890	230	12.2%	890	180	1,300	\$38.33	\$79,733	Master's degree
29-129	Dental Hygienists	5,360	6,140	780	12.7%	2,470	1,260	4,510	\$59.75	\$124,289	Associate's degree
29-129	Healthcare Diagnosing or Treating Practitioners, All Other	490	500	10	2.0%	180	100	290	\$50.67	\$105,384	Master's degree
29-200	Health Technologists and Technicians	80,870	93,310	12,440	13.3%	31,990	31,210	75,640	\$0.00	\$0	N/A
29-201	Clinical Laboratory Technologists and Technicians	6,740	7,620	880	11.5%	2,440	2,120	5,440	\$30.25	\$62,914	Bachelor's degree
29-203	Cardiovascular Technologists and Technicians	1,270	1,400	130	9.3%	440	370	940	\$39.98	\$83,169	Associate's degree
29-203	Diagnostic Medical Sonographers	2,300	2,800	500	17.9%	700	590	1,790	\$52.22	\$108,618	Associate's degree
29-203	Nuclear Medicine Technologists	340	360	20	5.6%	80	80	180	\$67.17	\$139,707	Associate's degree
29-203	Radiologic Technologists and Technicians	5,740	6,620	880	13.3%	1,880	1,330	4,090	\$47.72	\$99,260	Associate's degree
29-203	Magnetic Resonance Imaging Technologists	870	1,020	150	14.7%	290	210	650	\$53.56	\$111,414	Associate's degree
29-204	Emergency Medical Technicians	3,440	3,790	350	9.2%	920	1,580	2,850	\$22.55	\$46,910	Postsecondary non-degree award
Network and Computer Systems											
15-124	Administrators	7,020	7,230	210	2.9%	1,450	2,480	4,140	\$51.05	\$106,174	Bachelor's degree
15-125	Computer Programmers	4,600	4,380	-220	-5.0%	1,110	1,600	2,490	\$54.50	\$113,359	Bachelor's degree
15-125	Software Developers	40,430	51,470	11,040	21.4%	7,890	16,440	35,370	\$77.35	\$160,890	Bachelor's degree
15-125	Software Quality Assurance Analysts and Testers	5,110	6,140	1,030	16.8%	1,420	2,010	4,460	\$56.16	\$116,804	Bachelor's degree
15-125	Web Developers	2,670	3,110	440	14.1%	570	1,210	2,220	\$50.01	\$104,010	Bachelor's degree
15-125	Web and Digital Interface Designers	7,780	9,020	1,240	13.7%	2,340	3,570	7,150	\$49.07	\$102,067	Bachelor's degree
15-129	Computer Occupations, All Other	16,880	18,730	1,850	9.9%	4,310	6,700	12,860	\$50.19	\$104,399	Bachelor's degree
15-200	Mathematical Science Occupations	9,650	12,660	3,010	23.8%	2,680	3,920	9,610	\$0.00	\$0	N/A
15-201	Actuaries	130	140	10	7.1%	20	40	70	\$62.89	\$130,824	Bachelor's degree
15-203	Operations Research Analysts	2,320	2,840	520	18.3%	740	800	2,060	\$44.34	\$92,225	Bachelor's degree
15-204	Statisticians	560	780	220	28.2%	150	240	610	\$54.48	\$113,312	Master's degree
15-205	Data Scientists	6,580	8,830	2,250	25.5%	1,750	2,800	6,800	\$63.05	\$131,147	Bachelor's degree
17-000	Architecture and Engineering Occupations	69,370	74,120	4,750	6.4%	19,630	25,810	50,190	\$50.94	\$105,972	N/A
17-100	Architects, Surveyors, and Cartographers	6,760	7,350	590	8.0%	2,120	2,230	4,940	\$0.00	\$0	N/A
17-101	Architects, Except Landscape and Naval	5,490	6,020	530	8.8%	1,680	1,780	3,990	\$47.64	\$99,078	Bachelor's degree

Los Angeles County Occupations with the Highest Average Hourly Wage



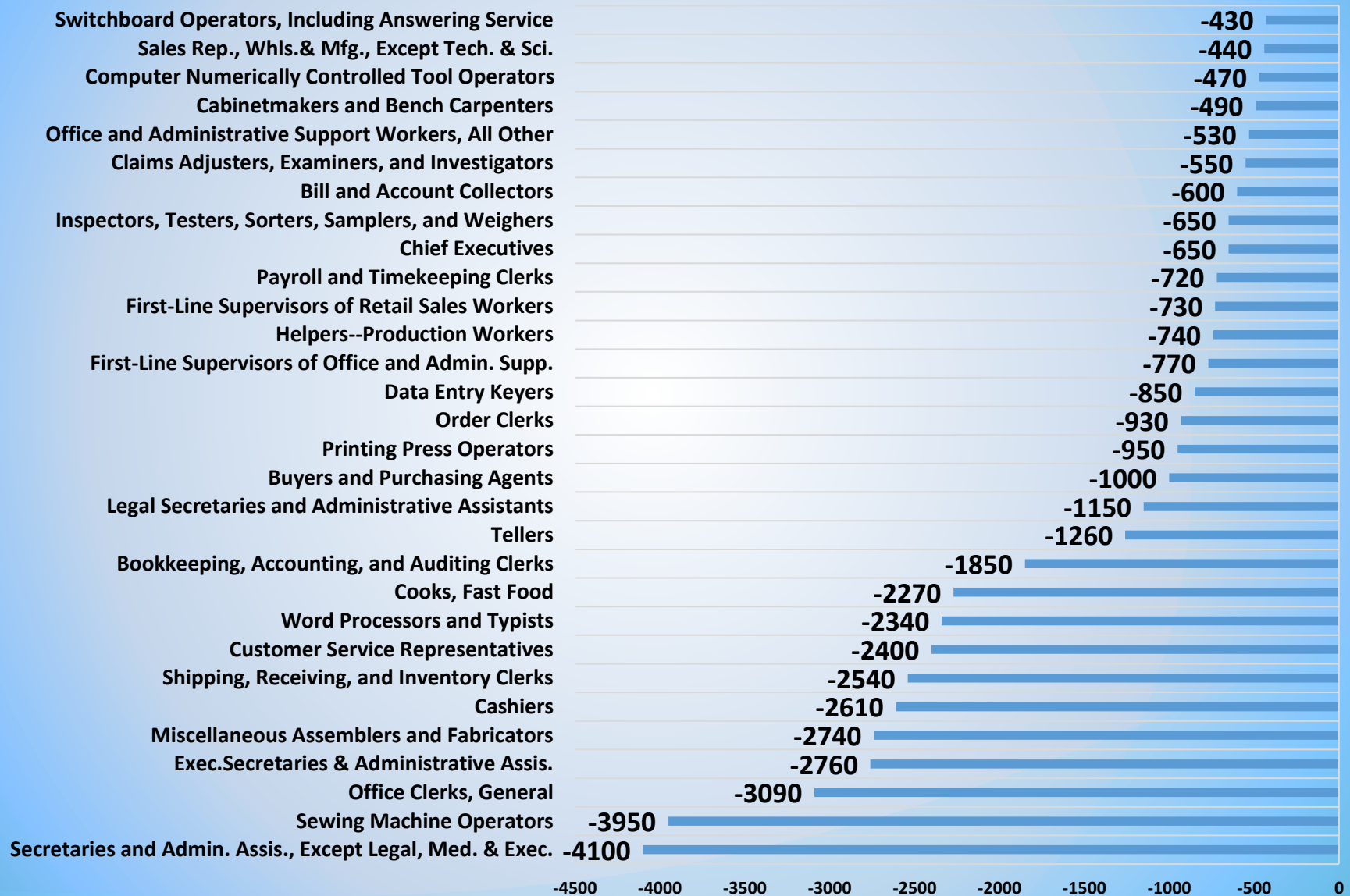
Los Angeles County Occupations with the Lowest Average Hourly Wage



Los Angeles County 2022-2032 Projected Growth: Top 30 Occupations



Los Angeles County 2022-2032 Projected Occupational Growth: Bottom 25 Occupations



Occupational Guides

Occupational Guides

- Description
- Tasks and skills
- Working conditions
- Wages
- Benefits
- Projections
- Education and training requirements
- Licensing and certification
- Where to work/find employers
- Additional resources

Occupational Guides (continued)

LMI by Customer



- Job Seekers and Students
- Employers
- Economic Developers
- Educators and Trainers
- Workforce Partners
- **More...**

LMI Data Library

- EDD Data Library
- Historical Labor Force Data
- Local Area Profiles
- Major Employers by County
- Online Job Vacancy Statistics
- **More...**

- Labor Market Information for Job Seekers and Students
- **California Occupational Guides**
- Find a Job using CalJOBSSM
- Find Local Employers
- Major Employers in each California County
- Nontraditional Employment
- Occupation Profile and Licenses
- Occupational Guides
- Occupations in Demand / Fastest Growing Occupations
- Training and Apprenticeships
- Wages and Employment by Occupation (OES)

Occupational Guides (continued)

1

California Occupational Guides

Employment Development Department
State of California

List of counties

Select a Region to View Occupational Data

Some occupational data, like wages and educational institutions, are region-specific.

The 16 regions available for selection here are:

- 15 Regional Planning Units (RPUs)
- Statewide

What is a Regional Planning Unit (RPU)?

The 15 RPUs each consist of one or more counties. They are primarily defined based on population size and commuting patterns but also take into account labor market information and geographic location.

The Workforce Innovation and Opportunity Act (WIOA) of 2014 mandates that Local Development Boards and chief elected officials collaborate within these planning regions to ensure a coordinated response to local planning requirements and facilitate the sharing of regional labor market information.

Select a Region

- Statewide
- Bay Peninsula
- Capital Region
- East Bay
- Inland Empire
- Los Angeles Basin
- Middle Sierra
- North Bay
- North Central Coast
- North Coast
- North State
- Orange
- San Joaquin Valley
- South Central Coast
- Southern Border
- Ventura

Currently Selected Region:
Los Angeles Basin

Next Step:
Select an Occupation

2

Select an Occupation

Use **Advanced Filters** to help narrow down the Occupation selection.

Advanced Filters include:

- occupation related characteristics (i.e., wage group)
- job market characteristics (i.e., educational background)

You can view **definitions** of the Advanced Filters here:

1 Filters Definitions

After selecting your occupation, you can select a category of Occupational Data to explore.

Select or Search for an Occupation

Search:

Advanced Filters include:

- Aircraft Mechanics and Service Technicians
- Automotive Service Technicians and Mechanics
- Bus and Truck Mechanics and Diesel Engine Specialists
- Control and Valve Installers and Repairers, Except Mechanical Door
- Electro-Mechanical and Mechatronics Technologists and Technicians
- Electromechanical Equipment Assemblers
- Farm Equipment Mechanics and Service Technicians
- First-Line Supervisors of Mechanics, Installers, and Repairers
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- Industrial Machinery Mechanics

Definition of Selected Occupation

Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.

Select a category of Occupational Data to explore

Job Market | Employment Requirements | Occupation Overview | Occupation Duties | Worker Characteristics | Education

3

Displaying for Heating, Air Conditioning, and Refrigeration Mechanics and Installers (Los Angeles Basin)

Wage Group for this occupation: **Middle Wage**

Job Outlook for this occupation: **ABOVE AVERAGE**

Wages as of 2025 quarter 1

Median Hourly Wage: **\$31.54**

25th wage percentile: **\$29.06**
75th wage percentile: **\$39.86**

Median Annual Wage: **\$65,590**

25th wage percentile: **\$60,443**
75th wage percentile: **\$82,897**

Projected Job Openings 2022-2032

Total Job Openings: **5,140**

Job openings from people exiting the workforce: 1,790
Job openings from people changing professions: 2,950
Job openings from new jobs created: 400

Links to more LMID job market data and dashboards:

- California Veterans Top Occupational Projections and Wages Tool
- California Workforce Supply & Demand Dashboard
- Employment Projections Dashboard
- In-Demand Occupations Dashboard
- Labor Market Information for Job Seekers and Students
- Regional Planning Units Dashboard

GLOSSARY

Definitions

Data Sources

Select a category of Occupational Data to explore

Job Market | Employment Requirements | Occupation Overview | Occupation Duties | Worker Characteristics | Education

4

Displaying for Heating, Air Conditioning, and Refrigeration Mechanics and Installers (Los Angeles Basin)

For additional information on this occupation, please visit: <https://www.onetonline.org/link/summary/49-9021-00>

Work Context

Physical and social factors associated with this occupation's duties.

Contact With Others

- Face-to-Face Discussions
- Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls
- Telephone
- Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets

Work Activities

Typical job duties relevant to this occupation.

- Getting Information
- Handling and Moving Objects
- Inspecting Equipment, Structures, or Materials
- Making Decisions and Solving Problems
- Performing General Physical Activities

Alternative Job Titles

- A/C Tech (Air Conditioning Technician)
- HVAC Installer (Heating, Ventilation, and Air Conditioning Installer)
- HVAC Mechanic (Heating, Ventilation, and Air Conditioning Mechanic)
- HVAC Service Tech (Heating, Ventilation, and Air Conditioning Service Technician)
- HVAC Specialist (Heating, Ventilation, and Air Conditioning Specialist)

Degree makeup of current workforce:

10.1% No Formal Education | 39.2% High School Equivalent | 29.5% Certificate | 14.4% Associate's | 5.9% Bachelor's | 0.9% Master's | 0.4% Doctorate

GLOSSARY

Definitions

Data Sources

Select a category of Occupational Data to explore

Job Market | Employment Requirements | Occupation Overview | Occupation Duties | Worker Characteristics | Education

LMI

Website Interactive

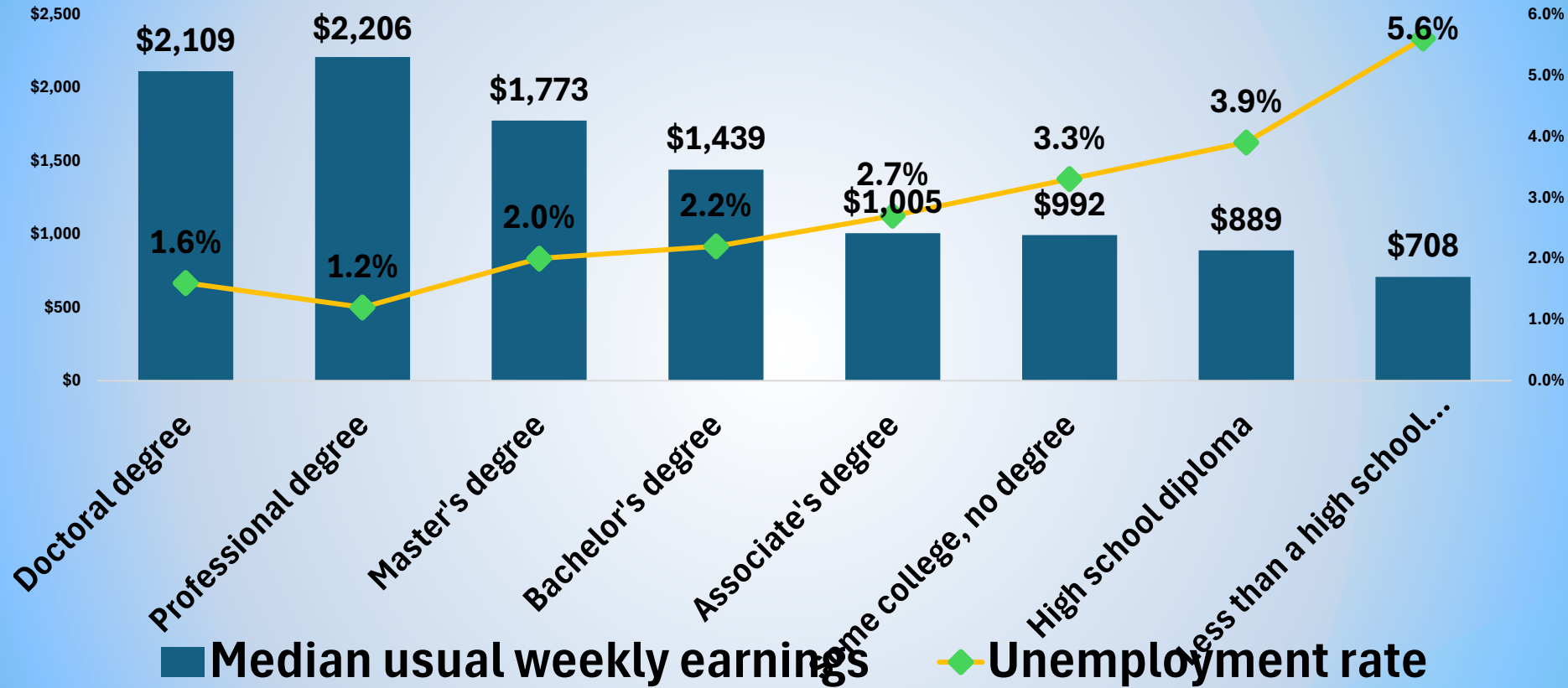
Time Permitting

“Intelligence is essential, but a formal training or education will open the doors of opportunity.”

Juan Millan, EDD- Labor Market

Consultant

Education Pays - In Earning and Unemployment Rates, 2023



Note: Data are for persons age 25 and over in the United States. Earnings are for full-time wage and salary workers.

Source: U.S. Department of Labor, U.S. Bureau of Labor Statistics: Alternative measures of Labor Underutilization: 2023

QUESTIONS & ANSWERS

THANK YOU

Juan Millan

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