

Adult Education Implementation Meeting

August 20, 2020 ♦ 1:00pm-3:00pm

Webex Meeting Agenda

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

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Roll Call	Alfred MaryAnn	5 min.
II.	Public Comment	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for July 16, 2020	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	5 min.
V.	CAEP Planning	A. Review of Annual Plan 20-21 B. Schedule Partner Presentations C. Meeting Schedule	MaryAnn	100 min
VI.	Next Meeting	A. Next meeting date: September 17, 2020		
VII.	Adjourn	A. Adjournment		

Adult Education Implementation Virtual Meeting: Webex

July 16, 2020 ♦ 1:00pm-3:00pm

Attendees: Tina Andersen-Wahlberg, Guillermo Garcia, Louis Melendez, Caryn Panec, Jonathan Fein Proano, Emma Sanchez, Naomi Sato, Joylene Wagner; Carmen Wynn, Hilda Ghazarian, Margaret Richter, Rosemarie Shamieh

Members: Alfred Ramirez, Judith Velasco

Staff: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome
I.	Introduction	A. Welcome & Introductions 1. MaryAnn conducted roll call to confirm attendees.
II.	Public Comments	A. Community Comments 1. No community comments submitted.
III.	Minutes	A. Review & Approval of Minutes for May 21, 2020 1. Minutes unanimously approved by Board members as presented.
IV.	Director's Report	A. Updates from the Director 1. Alfred reported that CAEP budget was replaced and therefore, there will be no cut for this program year. He expressed his relief that legislature recognized the importance of adult ed and replaced the amount of funding it had cut in the previous months. CAEP programs will continue to be supported this new program year.
V.	CAEP Planning	A. Member Allotments 1. MaryAnn added to Alfred's discussion on CAEP funding and reviewed the report submitted to the state which replaces the funds that were cut per member in the previous report. Report was included in the meeting packet. B. Annual Plan Preparation 1. MaryAnn reviewed the environmental scan for the latest economic data for the local region. 2. MaryAnn facilitated identification of gaps and needs for the community that need to be addressed in the new plan. 3. The partners identified needs and new strategies for the new program year as well as adding to current strategies that are still relevant in the new year. 4. MaryAnn will complete the narrative based on partner input and send out to the group for final input. Annual Plan is due August 15 th
C.	Next Meeting	A. Next meeting date: August 20, 2020; 1:00pm – 3:00pm.

19 Glendale Community College District Regional Consortium

Plans & Goals - Draft

Executive Summary

The Glendale Local Area Education Network Services (GlendaleLEARNs) is comprised of members and partners that implement adult education in the seven program areas as allowed under AB 104. Partners, including Glendale Community College (GCC), implement programs and services throughout the community, integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement, in accordance with its mission to “provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities.” As required in AB 104, GlendaleLEARNs completes an Annual Plan each year, and a Three-Year Plan every three years. All members and partners participate in a comprehensive strategic planning process to develop the Three-Year Plan, and an adjusted process for each Annual Plan. The strategic planning process includes extensive pre-planning assessments consisting of an environmental scan to evaluate current demographics, labor force data and economic environment. Using results from the environmental scan and assessments conducted, GlendaleLEARNs established four goals for its Three-Year Plan: 1) Develop Career Pathways for Priority Populations; 2) Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment; 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; 4) Capitalize on opportunities to leverage resources with GlendaleLEARNs partners. Logic Models were developed to delineate the strategies as well as performance measures that will be used to track progress and achievement of goals. The Logic Model also delineates the short-term goals and strategies that comprise the focus for the Annual Plans, with adjustments incorporated based on changes in the local environment. On March 19, 2020 the Los Angeles County Board of Supervisors signed and executed a “Safer at Home” order in response to the COVID-19 pandemic and in follow up to Governor Gavin Newsom’s “Shelter in Place” order released on the same day. In response, GlendaleLEARNs partners converted their programs to virtual services, including GCC which converted adult education courses to distance learning. This herculean effort included immediate training of staff and faculty to operate and deliver instruction and services through a virtual platform as well as conversion of curricula for distance learning. Within two weeks, adult education programs and services were being delivered in a virtual format by all partners. The continued need for virtual programs was also examined and considered in the development of the 2020-21 Annual Plan. Due to the changes brought on by the pandemic, a focused environmental scan was conducted with the Verdugo Workforce Development Board (VWDB) providing the research and data for GlendaleLEARNs to consider and align new goals and strategies. Data included the impact on business and jobs, the impact of virtual instruction on K-12 learners, and the projected impact on enrollment. Further, an overlay of race and ethnic demographics of the community was compared to students enrolled in adult ed. Data show that there is almost an exact match between the two, demonstrating that GlendaleLEARNs is outreaching and enrolling students that represent the diversity of its community. The continued focus on English Language Learners (ELL), low income, and adults with disabilities (AWD), contributes to serving a diverse population including those that are underserved. Annual allocations, budgets and work plans are derived from the Three-Year Plan, and specifically, from the short-term plans to ensure alignment and support of the GlendaleLEARNs vision: “Through collaboration, shared resources, career pathways, seamless services and innovation programs, all adult learners will have access to education leading to meaningful and gainful employment or civic engagement.” Key accomplishments in Program Year 2019-2020 include the continued application of the strategic co-enrollment system for students with disabilities and English Language Learners (ELL). The strategic co-enrollment system allows students to be enrolled in multiple funding sources, such as Workforce Innovation & Opportunity Act (WIOA), to ensure all student needs are addressed for successful attainment of career goals, while leveraging resources. The co-enrollment system is recognized throughout the state as a best practice and featured in workforce development and education conferences. The conversion of programs to distance learning and virtual services is also a significant accomplishment, demonstrating GlendaleLEARNs’ agility in responding to the changing needs of the community, in particular during emergency events.

Regional Planning Overview

GlendaleLEARNS members and partners created a logic model for each goal and its related strategies. The logic models delineate activities, outputs, and outcomes which can serve as the roadmap or action plan to accomplish the strategies and meet the overall goals. The Annual Plan incorporates the short-term goals and strategies delineated in the Logic Model of the Three Year-Plan to ensure that the Annual Plan directly accomplishes the implementation of the longer-term plan. The Annual Plan is reviewed quarterly during the monthly GlendaleLEARNS meetings to track progress and accomplishments.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Expand Programs for Adults with Disabilities

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

The strategic planning process to develop the Three-Year Plan and Annual Plan includes an environmental scan to understand the local community, labor market and economic environment. Data sets included demographics and economic such as population, median income, educational attainment, poverty levels, and language usage. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. The environmental scan results are used by the partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. Launchboard data showing the demographics of students and outcomes, are also used to understand the student population. Further, data to understand the impact of the COVID-19 pandemic on the local community were reviewed during the 20-21 Annual Planning process to identify additional needs of the community. Based on these results, the partners identified key gaps and needs for the region. The Consortium is home to 15,976 individuals of working age (18-64 years) with disabilities and the majority of these individuals (10,778) reside in Glendale. Of this total, 771 are veterans with service-connected disabilities. While 4,714 individuals with disabilities are in the labor force, 11,262 are not. Although there could be many reasons why 70% of working age individuals with disabilities are not in the labor force, GlendaleLEARNS has learned that many are not because they do not believe there are employment opportunities for them and are not familiar with services available to train and assist them. Further, individuals with cognitive disabilities in Glendale have a 52.4% unemployment rate while the rest of the city, state and nation have less than 5% unemployment rate. While GlendaleLEARNS has focused on expanding services to adults with disabilities, data show that the need remains for addressing the unemployment rate of this population, in particular those with cognitive disabilities. Expanding services, including career pathways, remains a priority for GlendaleLEARNS.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number of AWD enrolled; number of AWD that complete their programs; and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Progress will also be tracked through weekly reports generated for students enrolled in career pathways. Student Success Teams are established for each career pathway that allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

Regional Need #2

Gaps in Service / Regional Needs

Contextualize ESL & integrate in Career Pathways to expedite transition to gainful employment for ELL

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

The City of Glendale's current population is 203,054 with 107,254 of these foreign born. A total of 65,056 of the foreign-born residents report speaking English "less than very well" indicating the continued need for ESL throughout the region. Further, 128,793 of these residents are living at or below the poverty level. To address this gap,

GlendaleLEARNS will continue to expand ESL offerings throughout the region. Further, GlendaleLEARNS identified the need to develop career pathways that address the specific needs of English Language Learners (ELL) and infuse contextual ESL within the curricula to expedite skill acquisition and transition to gainful employment.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: Number enrolled in ESL, number of ESL that complete their programs, and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway, which allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

Regional Need #3

Gaps in Service / Regional Needs

Create Career Pathways that lead to gainful employment that lift residents out of poverty

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

The current poverty rate for Glendale is 15.6%, and the total number of residents living below the poverty level is 31,676; however, only 6,146 are receiving CalFresh, representing 8.4% of the poverty population. These data indicate that 25,530 residents living below poverty level are not receiving CalFresh assistance, even though they may be eligible. Furthermore, the pandemic has created a new population of low income residents. The City of Glendale unemployment rate increased from 3.5% in December 2019 to 20.6% in May 2020 due to layoffs as a result of business closures. More than 65 businesses closed with only half reporting that they might recall the employees they laid off, according to VWDB. According to Economic Tracker, low income workers were the most impacted with a percentage change of -43% in employment in Los Angeles County. Furthermore, the need for ABE is expected to increase due to the closure of K-12 schools. As reported in Economic Tracker, students using Zearn Math for virtual instruction declined in math progress by almost 12%. These declines will need to be addressed by adult education as these students transition from K-12 to post-secondary and higher education. A greater focus on addressing the needs of low-income individuals was identified by GlendaleLEARNS partners. Forum participants identified the need for career pathways that incorporate ABE and ASE to address educational gaps through bridge programs or infused in career pathways. Earn and learn opportunities including paid work experience should also be incorporated into career pathways so that students can afford to enter comprehensive training that will address multiple barriers.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: number enrolled in ABE/ASE, number of ABE/ASE that complete their programs with measurable skills gains; number who enter and complete career pathways; number who participate in work experience; number who enter employment and wage at placement. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway that allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

Regional Need #4

Gaps in Service / Regional Needs

Continue Distance Learning, Virtual Services and Expand Digital Literacy

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

The "Shelter in Place" order as a result of the pandemic, required GlendaleLEARNS partners to convert their programs to virtual services, including GCC which converted adult education courses to distance learning. The greatest challenge in this conversion was that many students did not have the technology to participate in virtual courses or services provided by partners. With the absence of laptops and iPads, students tried to access courses on their phones, but found limitations in trying to access features such as chats. Another challenge was the lack of digital literacy accessing the virtual platforms as well as features. Instructors and staff spent significant time teaching digital literacy to students on the phone and through email so they could participate in courses and services. Digital literacy was a greater challenge for ELL than other participant/student groups. Distance learning and virtual services will continue in future years; making digital literacy a core competency that will need to be addressed for students and participants in order to ensure equity in access to education and services. Continued professional development in the virtual platforms and technology is also needed for staff

and faculty to be able to use the platforms as well as assist students who have basic technological issues while accessing programs and services, that can easily be addressed. Because GlendaleLEARNs serves a predominantly multi-barriered population, the digital literacy gap was much more significant than initially anticipated. This digital literacy gap is consistent with the study conducted by the National Skills Coalition (Applying a Racial Equity Lens to Digital Literacy), which found that more than half of workers of color needed digital skills.

How will you measure effectiveness / progress towards meeting this need?

Measures to determine if the digital literacy gap is being addressed will occur by monitoring the number of students that access technology through a library “checkout” system. GlendaleLEARNs will also monitor the number of enrollments in distance learning courses, including enrollments in digital literacy courses.

Regional Need #5

Gaps in Service / Regional Needs

Expand Access to Supportive Services through Partnerships

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

The impact of the pandemic changed the economic security for many, as voiced by GlendaleLEARNs students and participants. The need for assistance with basic living expenses and food security was voiced by many students and participants. Greatest needs were assistance with: childcare, books, technology, food and shelter. Parents are also looking for care and tutoring at home to assist students with virtual K-12 education. Moreover, counseling services are also needed to assist in navigating the benefits that are available and budgeting, including unemployment insurance and stimulus check.

How will you measure effectiveness / progress towards meeting this need?

GlendaleLEARNs will be able to monitor the number of students that access supportive services through GCC campus and may be able to access information from some GlendaleLEARNs partners. Supportive services are tracked for those served under Workforce Innovation and Opportunity Act (WIOA) Title I and the data can be released to GlendaleLEARNs to provide an overall view of some students that access supportive services.

Gaps In Service

New Strategies

Strategy #1

Developing Career Pathways for Special Populations Continue developing and implementing career pathways with partners to address the needs of students with multiple barriers, as well as address the workforce needs of current and future employers. Career pathways will focus on preparing underserved populations including low-income, ELL, and adults with disabilities to ensure equity in access and opportunities for economic equity through employment. GlendaleLEARNs will use the Verdugo CNC Machinist Academy for individuals with disabilities as a model for other career pathways.

Strategy #2

Co-enrollment with Partners for Work-Based Learning Continue to partner with Department of Rehabilitation (DOR), Verdugo Jobs Center (VJC) as the local America's Jobs Center of California (AJCC), CalWORKs, and Glendale Youth Alliance (GYA) to include career exploration, work experience/paid internships, and on-the-job training as work-based learning opportunities to effectively transition career pathway graduates into employment.

Seamless Transitions

New Strategies

Strategy #1

Marketing & Outreach Increase public awareness of adult education opportunities as well as all services available through GlendaleLEARNs and partners. Include participant interviews and testimonials to share success stories that inspire others to pursue their dream careers. Develop comprehensive strategy for outreach to include social media, and introduce adult education programs and services to the Glendale community. Strategic outreach will focus on adult education as the source for skills upgrading to return to work following the pandemic, regardless of whether it is with the previous employer or a new one.

Strategy #2

Sharing Career Plans Establish process for sharing career plans across agencies when co-enrolling participants. Most partners, including GCC, develop service or career plans for their students/consumers. FERPA forms are on file for sharing information with partners and the sharing of career plans can facilitate co-enrollment, co-case management, and seamless delivery of instruction and services.

Strategy #3

Partner Access to CalJOBS Support the VWDB's efforts to allow access to CalJOBS by partner co-enrolling students/participants. While this effort has been delayed with the refocus of EDD to unemployment insurance due to the pandemic, the VWDB will resume efforts to expand access to CalJOBS in 2020-21 program year.

Student Acceleration

New Strategies

Strategy #1

ABE/ASE/ESL Bridge Programs Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment. Efforts will include using technical math designed for engineering programs to prepare students enter the CNC Machinist Academy.

Strategy #2

CC Pathways Course Continue College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations. GlendaleLEARNs will focus on converting this program to distance learning as an offering to students with disabilities.

Strategy #3

Integrating ABE/ASE/ESL in Career Pathways Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement. Focus on integrating ABE/ASE/ESL in career pathways and CTE. GlendaleLEARNs will use the model set forth by the Medical Assistance Academy which incorporates ESL, offering a unique opportunity for ELL.

Professional Development

New Strategies

Strategy #1

Partner Presentations Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. The GlendaleLEARNs partner Memorandum of Understanding (MOU) has been revised to include commitment from partners to conduct presentations annually to keep all partners informed of available programs and services.

Strategy #2

Labor Market Information from VWDB Continue to partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas. Continue to capitalize on VWDB's expertise in research and analysis to continue providing data-based environmental scan as the basis for developing Annual and Three-Year Plans.

Strategy #3

Communication Across Partners Establish a communication system that shares reports and other GlendaleLEARNs updates across all partner leaders, staff and faculty.

Strategy #4

CAEP Orientation Implement an orientation to GlendaleLEARNs and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

Strategy #5

Professional Development Continue training staff and faculty to continue distance learning and virtual programs and services, as well as to have the capability to answer basic digital literacy questions. Explore the potential of using student workers to assist with providing technical assistance to students with logging into canvas, hotspots, etc.

Leveraging Resources

New Strategies

Strategy #1

Partner with VWDB and other GlendaleLEARNs Partners to Leverage Resources Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies. Expand referrals to partners to access available Supportive Services such as printers, technology, and assistance with rent and utilities. Continue to partner with GCC Verdugo campus for its monthly food pantry and assist in recruiting volunteers to distribute food to students and residents. Further, GlendaleLEARNs will continue its partnership with Parent Education that can assist parents who are assuming a teaching role due to children being educated at home and/or through distance learning due to the pandemic.

Strategy #2

Continue participating in WIOA MOU and Workforce Planning Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNs annual and three-year planning.

Strategy #3

Co-enrollment to Leverage Resources Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources. Strategy will include continuing to refine the universal application packet and co-enrollment process.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-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 AB104 and directly benefit or support student learning and goal achievement. Staff salaries are focused on instructors delivering instruction and/or coordination and support of program development, partner coordination and delivery of services to students. Similarly, other expenses include the tracking and reporting of CAEP services, other services to students including job development and job placement assistance, and materials and supplies for program operation and delivery of instruction.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Carry over funds are expected due to delays in carrying out programs and services because of the closure of facilities and campus, as well as the conversion to virtual format. Also, GlendaleLEARNs anticipates carryovers due to delays in invoices being submitted, as it occurs every year. Invoices will be processed by August 2020 and expenditures will be recorded at the time of payments issued. Using the FIFO method for expenditures, we expect any carryover funds to be expended in rendering payment for these invoices. Funds for Program Year 2020-2021 will be used to pay invoices for services and other encumbrances incurred in that year. Continued implementation of the GlendaleLEARNs Annual Plan and Three-Year Plan, ensures that all expenditure goals will be met in PY 2020-2021.

Certification

No approver contacts.

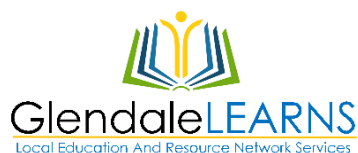


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Meeting Schedule Program Year 2020 - 2021



Month	Date	Partner Presentation
September	September 17, 2020	
October	October 15, 2020	
November	November 19, 2020	
December	December 17, 2020	
January	January 21, 2021	
February	February 18, 2021	
March	March 18, 2021	
April	April 15, 2021	
May	May 20, 2021	
June	June 17, 2021	
July	July 15, 2021	
August	August 19, 2021	



BECOME A CERTIFIED MEDICAL ASSISTANT IN 9 MONTHS!

CLASSES ARE FREE!

Glendale Community College started a new program at its Garfield Campus (1122 E. Garfield Ave. Glendale) as part of its Short Term Vocational Classes.

ADMINISTRATIVE MEDICAL ASSISTANT

***Morning Class - MONDAY - THURSDAY 8:30AM TO 12:30PM**
Self Pace: Afternoon Class - TUESDAY & THURSDAY 12:30PM TO 4:30PM
Evening Class - MONDAY & WEDNESDAY 4:00PM TO 8:00PM
Advanced ESL AMA Support Class - FRIDAY 9:00AM TO 12:00PM

CLINICAL MEDICAL ASSISTANT

***Morning Class MONDAY - THURSDAY - 8:30AM TO 12:30PM**



**REMOTE LEARNING
IN THE SUMMER AND FALL**

- Preparation Course and Externship Offered
- Upon successful completion of the program students will be able to take the Certified Medical Assistant examination.
- Interested? Contact Yazz at 818-240-1000 Ext. 5690 to find out how to register.
- Classes are limited to 23 students only.
- * Attendance Required (no more than 3 absences)



FREE

ENGLISH AS A

SECOND LANGUAGE

CLASSES!

SUMMER AND FALL 2020 ONLINE!

ESL CLASSES:

- Beginning, Intermediate, & Advanced ESL
- Conversational English
- Citizenship

ABOUT OUR CLASSES:

Glendale Community College offers free Noncredit ESL classes in the morning, afternoons, and evenings. Students may begin classes at any time depending on space and availability. No documentation required to register. New students need to take a placement test to determine ESL level.

TO START CLASSES:

- Please call 818-240-1000 Ext. 5099 and Ext. 5678
- Visit our website at: www.glendale.edu/garfieldchat

www.glendale.edu/academics/continuing-education-garfield



/GarfieldCampusGCC



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THE COVID 19 PANDEMIC

should not keep you from achieving your goals

During these challenging and changing times, the **Student Success Center** is pleased and proud to announce that all classes are moved to an online platform. We are prepared to offer uninterrupted learning to not only our students but for anyone in the community.
Contact us to begin TODAY!

GED/HiSET Test Preparation

Improve Reading, Writing, Math

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- + User friendly online courses
- + Teacher directed instructions
- + Convenient flexible class schedule

For more information, visit our website **STUDENT SUCCESS CENTER**

OR

CONTACT US



Email: studentsuccesscenter@glendale.edu

Call: (818) 240-1000 ext. 5686





The Student Success Center

Online High School Credit Recovery/Advancement Program

During these challenging and changing times, the **Student Success Center** is pleased and proud to announce that all high school credit recovery/advancement classes are offered on GCC's online platform, **CANVAS**.

We are prepared to offer uninterrupted learning to ALL high school students.

Free online classes

Self paced and student directed

Teachers as Mentors



- ✚ Contact your home school counselor for a permission form
- ✚ Currently accepting for Fall Semester
- ✚ Join our user friendly online courses

For more information, visit our website **STUDENT SUCCESS CENTER**

OR

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Email: studentsuccesscenter@glendale.edu
Call: (818) 240-1000 ext. 5045





Garfield
Campus

SHORT TERM

VOCATIONAL

CERTIFICATES

WE OFFER FREE CLASSES ONLINE!

ACCOUNTING CLERK I

- Business Math and Calculators
- Beginning Keyboarding
- Introduction to Computers
- Windows
- Filing Fundamentals
- Beginning MS Excel
- Beginning Account Clerk
- 21st Century Employment Strategies

ACCOUNTING CLERK II

- Advanced Account Clerk
- Advanced MS Excel
- Beginning MS Word
- QuickBooks
- Sage
- On the Job Communication
- Customer Service
- MS Outlook
- MS Access
- Integrated Technology

NEW! ADMINISTRATIVE MEDICAL ASSISTANT **

- Administrative Medical Assisting
- 21st Century Employment Strategies

*** Certificate pending final approval
by Chancellor's Office*

DENTAL FRONT OFFICE CLERK

- Dental Front Office
- Beginning Keyboarding
- Introduction to Computers
- Windows
- Beginning MS Word
- Filing Fundamentals
- Customer Service Skills
- On the Job Communication
- 21st Century Employment Strategies

NEW! MEDICAL ASSISTANT **

- Administrative Medical Assisting
- Clinical Medical Assisting
- Basic Review for California Certified Medical Assistant Exam (Optional)

*** Certificate pending final approval
by Chancellor's Office*

GENERAL OFFICE CLERK I

- Beginning Keyboarding
- Introduction to Computers
- Windows
- Internet
- Beginning MS Word
- Filing Fundamentals
- Office Equipment
- On the job Communication
- 21st Century Employment Strategies

GENERAL OFFICE CLERK II

- Intermediate Keyboarding
- Business Math and Calculators
- Business Writing: Email
- Customer Service
- MS Outlook
- Beginning MS Excel

GENERAL OFFICE CLERK III

- Advanced Keyboarding
- Beginning Account Clerk
- Business Letter Writing
- Advanced MS Word
- MS PowerPoint
- MS Access
- Integrated Technology

CUSTOMER SERVICE

- Customer Service
- Beginning Keyboarding
- On the Job Communication
- 21st Century Employment Strategies

CERTIFICATES COMING SOON

Home Caregiver/Aide, Certified Nursing Assistant (CNA), Introduction to Engineering,
Introduction to Interior Design, and Google Fundamentals for Business

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SUMMER TRAINING & EMPLOYMENT FOR STUDENTS (STEPS)

Are you between the ages of 16-21?

We have paid Summer Jobs for students with disabilities!

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For more information call 818-937-8073

In partnership:



The Summer Training & Employment for Students is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY 818-548-3857

YOU CAN EARN UP TO \$1,500 ■ LEARN VALUABLE LIFE SKILLS

Eligibility Requirements:

- ☐ Must be a LA County Resident
- ☐ 16-21 years of age
- ☐ Have a documented disability
- ☐ Have the right to work in the U.S.
- ☐ Must have a work permit, if under 18

Program Design:

- ☐ 120 hours of paid work experience
- ☐ 20 hrs Work Readiness training
- ☐ Supported Services available based on individual needs

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Submit applications:

Glendale Youth Alliance/STEPS
1255 S. Central Avenue
Glendale CA 91204

Or email applications to:

JVenegas-Goulet@Glendaleca.gov
mtilah@Glendaleca.gov



Emergency Assistance Grants

Available for Verdugo Residents,
Workers, and Students:
Burbank • Glendale • La Cañada Flintridge

Emergency assistance for workers affected by COVID-19 Pandemic (Required Criteria)

- ☐ Laid Off
- ☐ Reduced Hours
- ☐ Self-Employed: Closed Business
- ☐ Had to Leave Work to Care for Children, Family, Quarantined or Unable to Work from Home

Career Services & Training (Required to be Enrolled in at Least One Activity)

- Adult Education or College Course(s) for Credit: You can complete your courses and job placement assistance or other career services will be available upon completion.
- Career Planning Services: Whether or not you plan to return to your previous employer
- Career Training: Take control of your career and train in a growing industry that offers competitive salaries
- Temporary Job: You can earn a salary while you wait for your company to re-open
- On-the-Job Training: You can be placed in a new job and earn wages while they learn

Support Services Available While in Career Services & Training

Participants may be eligible to receive support **while they participate** in Career Services & Training to assist with:

- ☐ Rent
- ☐ Transportation
- ☐ Other expenses
- ☐ Utilities
- ☐ Child care

Application

For further information and enrollment, please call (818) 937-8000 and ask for Ani Kachikyan or email: AKhachikyan@glendaleca.gov and ask about "Grant 1 for Emergency Assistance."

If your job was not affected by COVID-19, you may still be eligible for career services and job placement. Please contact us and explore the opportunities available!

Documents

To determine eligibility for **all** potential services and benefits, Career Counselors may ask for copies of the following documents:

- ✓ Driver's License or State Issued ID
- ✓ Social Security Number / Card
- ✓ Selective Service Registration (males born after 1/1/60)
- ✓ Layoff Notice (or other evidence of job loss)



SAVE THE DATES!

**October
26-29**

*A Spectacular
Virtual Platform*

Registration opens soon!

**Learning & Collaboration
on Key Topics**

STUDENT SUPPORTS

EQUITY AND CULTURAL RESPONSIVENESS

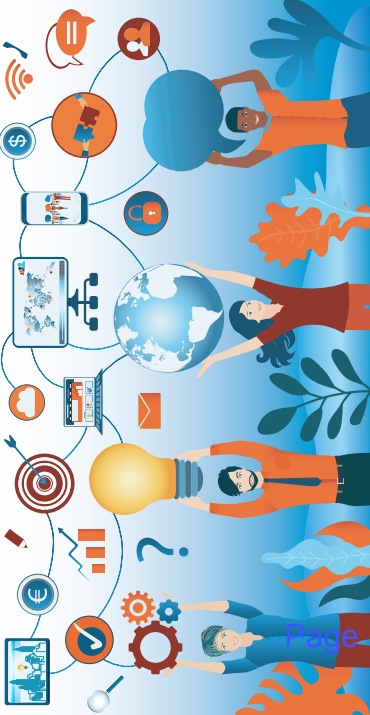
LEADERSHIP FUNDAMENTALS

DATA AND ACCOUNTABILITY

TRANSITION SERVICES

Contact TAP with questions
(888) 827-2324

tap@caladulthood.org



CAEP SUMMIT 2020

SUPPORTING ADULT LEARNERS

THROUGH

Unprecedented Change

California Adult Education Program

CAEP Summit 2020: REGISTER OPENS SOON!

DATES:

October 26-29, 2020

TIME:

8:00 AM to 2:00 PM daily

LOCATION:

A Spectacular Virtual Platform

COST:

FREE for All Participants!

#CAEP20 and #adultEDU

Follow @CAEPOffice



Registration to Open Soon!

<https://register.caladulthood.org/summit/>

Presentations & Topics for all Adult Education practitioners including:

STUDENT SUPPORTS

EQUITY AND CULTURAL RESPONSIVENESS

LEADERSHIP FUNDAMENTALS

DATA AND ACCOUNTABILITY

TRANSITION SERVICES





CAREER EDUCATION

Real World Skills

THE EVOLUTION OF THE WORKPLACE EVENT

SPONSORED BY GLENDALE COLLEGE FOUNDATION

Join Glendale Community College's Career Education and Workforce Development Department, as we explore the new and emerging skills that will be in demand. Participants will learn how the workplace environment has evolved, in an effort to better prepare our students for the future of work.

FEATURING:

Keynote: Manish Bhardia, Partner, Think AI Corporation

Manish Bhardia is a Cloud consultant with more than 22 years of experience leading complex technical projects and currently serves as President of the International Association of Microsoft Channel Partners (IAMCP) SoCal. He is a Partner at Think AI Corporation, a trusted strategic partner for enterprise thought leaders who need to solve complex business problems using modern technologies including AI, business intelligence (BI) and chatbots.

Regional Directors for Employer Engagement:

Hear from regional directors about the new and emerging skills that will be in demand in various industry sectors.

Career Education Counselors, Program Manager, and GCC Student Employment Services:

Takeaway resources for career exploration & jobs/internships platforms.

Closing Keynote Speaker: Judith Velasco, Executive Director, Verdugo Workforce Development Board

Judith Velasco has been a leader in the workforce development profession for more than 15 years, specializing in program and contract development, grant and data management, and revenue generation, as well as employment center operations. She currently serves as the Executive Director for the Verdugo Workforce Development Board that provides leadership to enhance workforce quality, job opportunities and economic vitality in the Verdugo region, which serves the cities of Burbank, Glendale and La Cañada Flintridge. In her capacity, she leads a 24-member board of directors comprised primarily of business leaders, labor leaders, and community members to implement meaningful employment programs that help underserved communities.

FRIDAY, SEPTEMBER 18 • 9:00AM-NOON

**THIS WILL BE A VIRTUAL EVENT, REGISTER AT: <https://bit.ly/321nn25>
GLENDALE.EDU/CAREERED**



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Annual Plan 2020-2021 Regional Needs /Gaps in Services

1. Expand Programs for Adults with Disabilities
2. Contextual ESL Integrated into Career Pathways to Expedite Transition to Gainful Employment for ELL
3. Create Career Pathways that Lead to Gainful Employment that Lift Residents out of Poverty
4. Continue Distance Learning, Virtual Services and Expand Digital Literacy
5. Expand Access to Supportive Services through Partnerships

2

Annual Plan 2020-2021 Strategies

Seamless Transitions

1. Marketing & Outreach: Increase awareness of adult ed
2. Sharing Career Plans
3. Partner Access to CalJOBS

Student Acceleration

1. Continue ABE/ASE/ESL Bridge Programs
2. Continue CC Pathways Course
3. Integrate ABE/ASE/ESL in Career Pathways

3

Annual Plan 2020-2021 Strategies

Professional Development

1. Conduct Partner Presentations
2. Continue Labor Market Information from VWDB
3. Ensure Communication Across Partners
4. Implement CAEP Orientation
5. Continue Professional Development

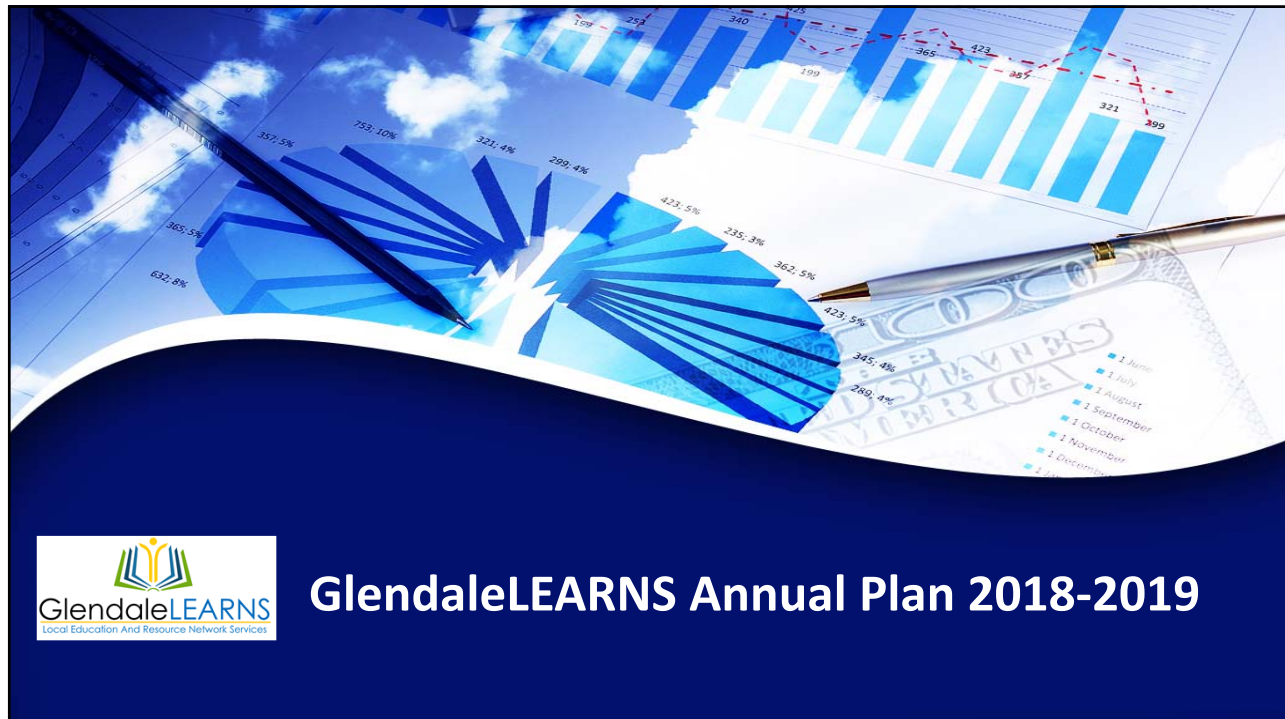
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Annual Plan 2020-2021 Strategies

Leveraging Resources

1. Partner with VWDB and Other GlendaleLEARNS Partners to Leverage Resources
2. Continue Participating in WIOA MOU and Workforce Development System Planning
3. Continue Co-Enrollment to Leverage Resources

5



6



GlendaleLEARNS Annual Plan 2018-2019

Annual Plan 2020-2021

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GlendaleLEARNS Annual Plan 2018-2019