

## Adult Education Implementation Meeting

March 17, 2022 ♦ 1:00pm-3:00pm

### Webex Meeting Agenda

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

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Roll Call	Alfred MaryAnn	5 min.
II.	Public Comment	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for February 17, 2022.	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	10 min.
V.	Strategic Planning	A. Assessment Results B. Barriers & Challenges	MAP	75 min
VI.	Partner Updates	A. Status & Updates	Partners	20 min
VII.	Next Meeting	A. Next meeting date: April 21, 2022		
VIII.	Adjourn	A. Adjournment		

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

**Adult Education Implementation Virtual Meeting: WebEx**

February 17, 2022 ♦ 1:00pm-3:00pm

**Attendees:** Jackie Hernandez, Laura Isaacs-Galvan, Naomi Sato, Ani Khachikyan, Jonathan Pelletier, Caryn Panec, Edlin Abrahamian, Hilda Ghazarian

**Board Members:** Judith Velasco, Alfred Ramirez

**Coordinator:** MaryAnn Pranke

**Meeting Notes**

<b>Agenda Item</b>		<b>Outcome</b>
<b>I.</b>	<b>Minutes</b>	<b>A. Review &amp; Approval of Minutes for January 20, 2022</b> 1. Minutes for January 20, 2022 were reviewed and approved as submitted.
<b>II.</b>	<b>Director's Report</b>	<b>A. Director Update &amp; Report</b> 1. Alfred reported that Spring ESL classes are filling up even though they remain primarily remote. Five classes will be held in-person.  2. Enrollment and registration process was completed online for Spring semester; however, students with questions continued to come to campus for assistance.  3. Alfred reminded everyone that Friday, February 18 <sup>th</sup> and Monday February 21 <sup>st</sup> are both holidays. Spring Semester begins on Tuesday, February 22 <sup>nd</sup> .  4. Construction continues and is expected to complete in March.  5. Alfred noted that they are looking to start the Home Healthcare program very soon.  6. Three short-term vocational courses will start both, in-person and online.
<b>III.</b>	<b>Three-Year Planning</b>	<b>A. CAEP Self-Assessment</b> 1. MaryAnn continued facilitating the CAEP self-assessment.  2. The group completed the assessment. MaryAnn will develop a spreadsheet with results and bring back for review next month.

Agenda Item		Outcome
IV.	Partner Updates	<p><b>A. Glendale Youth Alliance (GYA)</b></p> <ol style="list-style-type: none"> <li>1. Laura reviewed the workforce programs and supportive services that were displayed on the flyers included in the packet for young adults, ages 18-24. She still has slots available and students in this age range taking adult ed classes are eligible.</li> </ol> <p><b>B. International Rescue Committee (IRC)</b></p> <ol style="list-style-type: none"> <li>1. Hilda noted that the office continues to be closed. She expects that employees will be coming back in March, but is not sure when they will be open to the public. Services continue remotely including ESL, citizenship and immigration services. They also continue to assist with applications for Green Cards and citizenship.</li> </ol> <p><b>C. English as a Second Language (ESL) at Garfield</b></p> <ol style="list-style-type: none"> <li>1. Naomi share that the Winter session continues with ESL classes. She is currently working on developing ESL programs at Level 3 and 4 and conversational ESL for the workplace.</li> </ol> <p><b>D. Library</b></p> <ol style="list-style-type: none"> <li>1. Jackie announced that the Library will begin offering ESL courses in March at three library branches. Classes will be offered online and in-person. There appears to be a lot of interest in home health aide training.</li> </ol> <p><b>E. Verdugo Jobs Center (VJC)</b></p> <ol style="list-style-type: none"> <li>1. Ani announced that they continue to provide all career services and she is ready to assist students with job placement.</li> <li>2. Naomi requested VJC presentations for her VESL classes. She also recommended that MaryAnn follow up with Margaret Richter for presentations at all ESL classes.</li> </ol> <p><b>F. Department of Rehabilitation (DOR)</b></p> <ol style="list-style-type: none"> <li>1. Jonathan noted that he is new and still learning about the Department. He continues to provide services to individuals with disabilities and appreciates any referrals from the group.</li> </ol>

Agenda Item		Outcome
B.	Next Meeting	Next meeting date: March 17, 2022; 1:00-3:00pm



CAEP Assessment Results: 2022

Identifier	Element	R1	R2	R3	R4	R5	R6	R7	R8	R9	Consensus
1.1.1	Staffing	5	5	5	5	5	5	5	5	5	5
1.1.2	Meetings	5	5	5	5	5	5	5	5		5
1.1.3	Processes	5	5	5	5	5	5	5	5	5	5
	Leaders have CAEP knowledge/skills	5	5	5	5	5	5	5	5		5
1.2.2	Resource allocation for staffing	5	5	5	5	5	5	5			5
1.2.3	Partner participation	4	4	4	4	4					4
1.3.1	Staffing models for success	4	4	4	5	5	5				5
1.3.2	Sufficient space for adult ed	5	4	4	5	5	5				5
1.4.1	New staff are oriented to CAEP	3	3	2	2	2	2	2	3	3	
1.4.2	Professional Development	3	5	5	5	4	5	5	4	5	
2.1.1	Recruitment & enrolling goals	5	5	5	5	4	4	4			
	Conduct outreach to engage										
2.1.2	students	5	4	5	5	5	4	5	5		
2.1.3	Use of data	5	5	5	5	5	5	5	5	2	
2.2.1	Knowledge of CAEP programs	4	4	4	4	4					4
	Partners are comfortable referring to each other	4	3	4	4	4	5	5	5	5	
2.2.2											
2.2.3	Program Maps exist	5	5	5	5	5	5				5
	Curricula organized to transition students to higher ed, training or										
2.2.4	work	5	5	5	5	5	5	5	5	5	5
3.1.1	Orientation to students	5	5	5	5	5	5	5	5	5	5

Identifier	Element	R1	R2	R3	R4	R5	R6	R7	R8	R9	Consensus
3.1.2	We have established partners	5	5	5	5	5	5	5	5		5
3.1.3	Students have access to counseling services	5	5	5	4	5	5	5			5
3.2.1	Uniformity in providing services	5	4	4	4	4	5				
3.3.1	Individual education plans	5	5	5	5	5					5
3.3.2	Career planning and sharing plans	5	5	5	4	4	4				
3.4.1	Assess student needs and refer for support services	5	5	5	5	5	5	5			5
3.4.2	Identify needs for support services and coordinate services	4	4	3	5	5	4	5			
4.1.1	Alignment of curricula has occurred	5	5	5	5	5	5	5			5
4.1.2	Articulation has occurred	5	5	5	5	5					5
4.2.1	Concurrent enrollments occur	5	5	5	5	5	5				5
4.2.2	Contextual ESL/BSE available	5	5	5	5	5	5	5			5
4.3.1	Coordination exist for support services and satisfaction rates are at 90% or better	4	4	5	5	5					
5.1.1	Coordinated case management	5	4	5	5	5	4				
5.1.2	Dual enrollment	5	5	5	5	5					5
5.1.3	Performance targets for programs	5	5	5	5	4	5				

Identifier	Element	R1	R2	R3	R4	R5	R6	R7	R8	R9	Consensus
5.2.1	Formal agreements with partners/MOUs	5	5	5	5	5					5
5.3.1	Evaluate effectiveness of programs	5	5	5	5	5	5				5
5.3.2	Partners, staff faculty are involved in ontinuous improvement	5	5	5	5	5	5				5

# CONSORTIUM PROGRAM QUALITY SELF-ASSESSMENT

The Consortium Program Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of their collaboration and impact within their communities using a self-directed quality improvement process wherein consortium agencies may work collaboratively to assess their strengths and weakness, and to develop strategies to enhance policies, procedures and practices accordingly.

This tool is appropriate for formative assessment and building teams that will work toward program improvement. This tool is not intended to be used as an external evaluation tool. However, by engaging in honest, open conversations with key stakeholders through meaningful conversations, consortia will be on the path to better manage themselves and serve students more effectively and efficiently. While there are many right ways to use the self-assessment, it is critical that stakeholders have a clear sense of the purpose, process, and intended use of the results before undertaking a large-scale self-assessment process.

This self-assessment tool utilizes and expands upon concepts introduced by Completion by Design's Loss-Momentum Framework and developed under the aegis of the California Adult Education Program Consortium and Member Effectiveness Field Team. Created with input from practitioners and experts in the field of Adult Education, this self-assessment tool was created to help consortia evaluate their effectiveness in the following key areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

On the following pages are a series of prompts that may be used to describe the effectiveness of regional consortia and their members. Within each of the 5 sections, there are various measures and examples of evidence for each indicator of effectiveness. Consortia will be able to pick from a rating of 1-5 (1 being low on effectiveness and 5 being high on effectiveness).

## Instructions

Read each of the following items and select the option that best describes your consortium and / or member agency currently. Group discussions of the indicators are encouraged in order to represent far-ranging views of consortia effectiveness. After conducting the self-assessment, interpretations can be made for how effective consortia are in the key areas. If the majority of answers were rated as:

- 1s: There is strong need for improvement and the consortium has an urgent need to address this area.
- 2s: The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes.
- 3s: The consortium is doing well in this area but needs additional work to be addressed.
- 4s: The consortium is doing very well in this area and need only a few improvements in order to be exceptional.
- 5s: The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

Consortia should strive to have a majority 3s, 4s, or 5s for each indicator to demonstrate overall effectiveness. Assistance and support should be so sought for areas scoring mostly in 1s and 2s.

# Quality Indicator #1: Capacity

**Key Concept:** This section asks questions about the consortium and individual members' ability to support each other and build capacity to deliver high quality adult education to meet community needs.

## 1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.

<b>1.1.1.</b>	1 No staff positions are charged with overall consortium management / coordination	2 3 Part-time staff are charged with overall consortium management / coordination	4 5 1 or more staff charged with overall consortium management / coordination
<b>1.1.2.</b>	1 Consortium seldom convenes to discuss progress toward goals	2 3 Consortium occasionally convenes to discuss progress toward goals	4 5 Consortium frequently convenes to discuss progress toward goals
<b>1.1.3.</b>	1 Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)	2 3 Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)	4 5 Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)

## 1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education

<b>1.2.1.</b>	1 Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.	2	3 Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.	4	5 Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.
<b>1.2.2.</b>	1 Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size	2	3 Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size	4	5 Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size
<b>1.2.3.</b>	1 Few agencies can be said to participate fully in consortium activities	2	3 Some agencies can be said to participate fully in consortium activities	4	5 Mostly all agencies can be said to participate fully in consortium activities

## 1.3. Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need

<b>1.3.1.</b>	1 Few agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes	2	3 Some agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes	4	5 Mostly all agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes
<b>1.3.2.</b>	1 Few agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners	2	3 Some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners	4	5 Most agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners

#### 1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice

1.4.1.	1	2	3	4	5
	New program staff / member representatives are expected to learn about AEBG policies on their own		Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance		All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance
1.4.2.	1	2	3	4	5
	Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.		Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.		Existing professional development opportunities for staff are clearly aligned to with the consortium's mission and outcome goals.



# Quality Indicator #2: Connection

**Key Concept:** This section asks questions about the consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

## 2.1. Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas

<b>2.1.1.</b>	1 Few if any programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	2	3 Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	4	5 Mostly all programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas
<b>2.1.2.</b>	1 Few programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	2	3 Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	4	5 Mostly all programs conduct outreach or early engagement with prospective students to help them understand educational options and services available
<b>2.1.3.</b>	1 Data are not used to inform recruitment	2	3 Some census data, labor market data, and / or assessments of regional and community needs are used to inform recruitment	4	5 Recruitment is consistently informed by census data, labor market data, and / or assessments of regional and community needs

## 2.2. Consortium agencies demonstrate a “no-wrong door” approach to regional education and training

<b>2.2.1.</b>	1 Few counselors and advisors are knowledgeable of programs and services offered by the consortium	2	3 Some counselors and advisors are knowledgeable of programs and services offered by the consortium	4	5 Mostly all counselors and advisors are knowledgeable of programs and services offered by the consortium
<b>2.2.2.</b>	1 Counselors / advisors are not comfortable referring students to programs or agencies outside of their home campuses	2	3 Counselors / advisors are somewhat comfortable referring students to programs or agencies outside of their home campuses	4	5 Counselors / advisors are comfortable referring students to programs or agencies outside of their home campuses
<b>2.2.3.</b>	1 Few if any agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	2	3 Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	4	5 Most all agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners
<b>2.2.4.</b>	1 Curricula are seldom organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce	2	3 Curricula are somewhat organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce	4	5 Curricula are mostly all organized around common standards for program areas college and career readiness, and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce

# Quality Indicator #3: Entry

**Key Concept:** This section asks questions about the consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests

## 3.1. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence

3.1.1.	1	2	3	4	5
	Few programs provide mandatory orientation for first-time students		Some programs provide differentiated orientation for first-time students		Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services
3.1.2.	1	2	3	4	5
	Few to no partnerships exist among community providers		Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports		Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.
3.1.3.	1	2	3	4	5
	Few students have meaningful access to high-quality counseling services		Some students in certain programs have access to high-quality counseling services		Nearly all students have access to high-quality counseling services from initial contact

### **3.2. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities**

<b>3.2.1.</b>	1 There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans.	2 3 There is some consistency among providers regarding assessment, placement, and use of individual learning plans.	4 5 Providers have adopted common assessments and placement policies, which directly inform students' individual learning plans
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### **3.3. Students complete individualized educational plans that reflect an informed understanding of their educational and career options**

<b>3.3.1.</b>	1 Few students develop meaningful individual educational plans.	2 3 Some students develop individual educational plans they use to track progress through their programs.	4 5 Individualized educational and support service plans are developed early in the educational experience and updated regularly based on student goals, assessment, and learner outcomes
<b>3.3.2.</b>	1 Career planning occurs at the end of students' programs, if at all.	2 3 Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans.	4 5 Learning plans are shared across agencies and drive academic and career planning. Career planning is integrated throughout students' educational experience.

### 3.4. Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success

3.4.1.	1	2	3	4	5
	Few agencies assess or promote the full range of wrap-around supports students need.		Some programs informally assess student needs and make referrals to partners for services.		Students are provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food / nutrition, child care, books & materials, physical and mental health services.
3.4.2.	1	2	3	4	5
	There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services.		Dedicated advisors / staff / faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized.		Early alert systems are integrated into programs and prompt action by advisors / staff / faculty who coordinate to provide academic and non-academic support to students

# Quality Indicator #4: Progress

**Key Concept:** This section asks questions about the consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

## 4.1. Agencies have aligned and articulated programs

4.1.1.	1	2	3	4	5
	No alignment has occurred		Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices		Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence
4.1.2.	1	2	3	4	5
	No alignment / articulation has occurred		Some programs are monitored for successful alignment and articulation		Consortia / members actively track performance of aligned programs using established data collection procedures and agreed upon measures of skills attainment

## 4.2. Agencies offer robust integrated education and training programs

4.2.1.	1	2	3	4	5
	Minimal contextualized ESL is provided at a small number of agencies		Some concurrent enrollment is available		Several concurrent enrollment opportunities across a number of disciplines are available
4.2.2.	1	2	3	4	5
	Few to no concurrent enrollment opportunities are available		Some contextualized ESL or basic skills IET courses are provided		Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities

### 4.3. Agencies provide coordinated, ongoing, consistent student support

4.3.1.	1	There is little to no coordination around student support services	2	3	Some agencies have processes for tracking student supports needs and acting on data to ensure student success	4	5	Members have shared tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members / partners Student satisfaction surveys show high rates of satisfaction (90% or better) across all agencies
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# Quality Indicator #5: Completion / Transition

**Key Concept:** This section asks questions about the consortium members' ability to facilitate timely program completion and successful transition into postsecondary education, training, and / or employment.

## 5.1. Programs demonstrate effectiveness in transitioning students into postsecondary and / or the workforce

<b>5.1.1.</b>	<p>1 There is little to no coordinated case management or formal support for transition into post-secondary or the workforce</p>	<p>2 3 Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies</p>	<p>4 5 Members have shared systems and procedures to support transition process (alignment of standards, collocated transition specialists, warm hand-offs, case/referral management and tracking)</p>
<b>5.1.2.</b>	<p>1 Few programs have formal articulation / dual-enrollment policies or agreements</p>	<p>2 3 Some programs have formal articulation / dual-enrollment policies or agreements</p>	<p>4 5 Nearly all programs have formal articulation / dual-enrollment policies or agreement that enable easy transition into postsecondary training.</p>
<b>5.1.3.</b>	<p>1 The consortium does not set performance targets and only rarely looks at student achievement in a coordinated way</p>	<p>2 3 Some programs may set performance targets and / or there are consortium plans to develop processes to do so</p>	<p>5 Nearly all consortium agencies actively collaborate to set and track performance targets and student achievement</p>



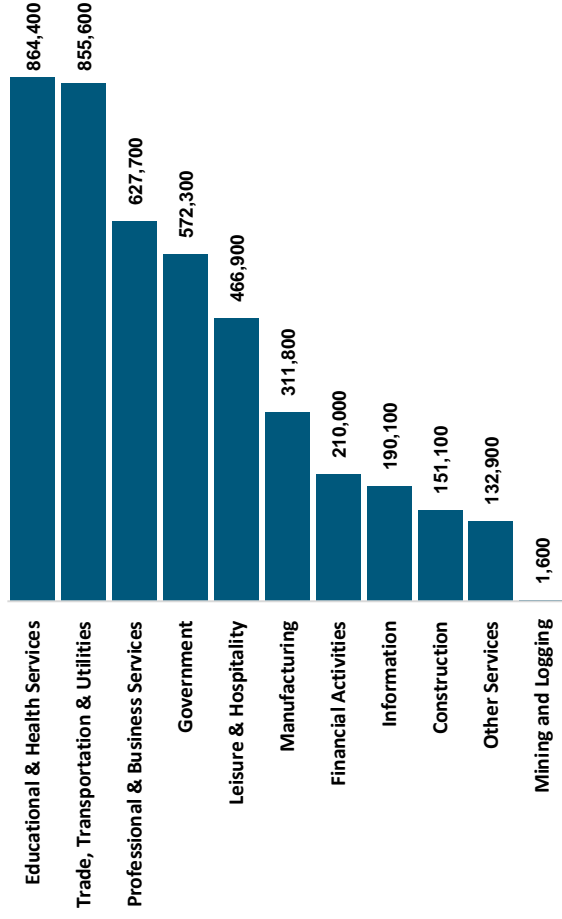
## 5.2. Partnerships with local workforce and community service providers are integrated into programs of study

<b>5.2.1.</b>	1 Programs have few if any formal relationships with regional partners	2 3 There are some formal agreements with regional partners to provide support services in a select number of programs	4 5 Programs actively collaborate with partners to provide service-learning, job-shadowing, mentoring, internships, apprenticeships, and / or other work-based learning opportunities and / or services to students that aid in the development of employability skills
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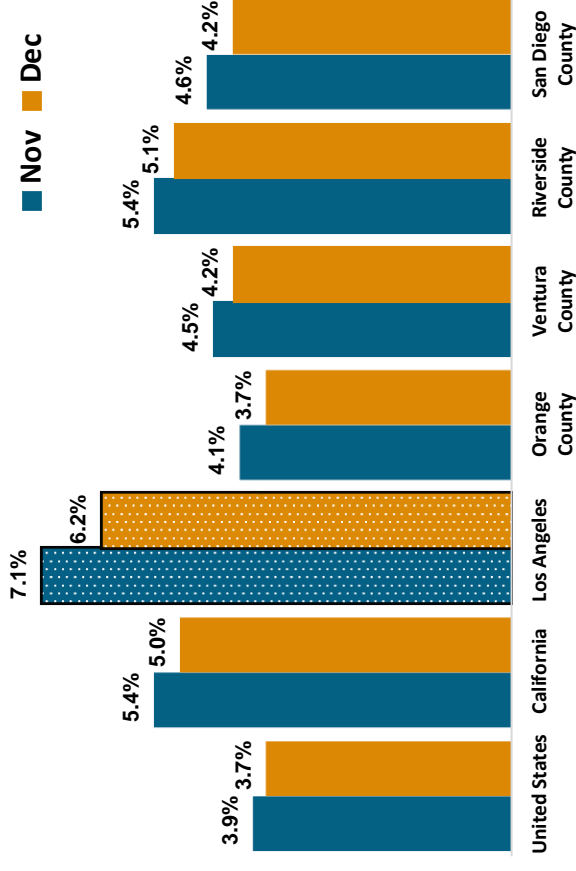
## 5.3. Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders

<b>5.3.1.</b>	1 Relatively little formal evaluation of program effectiveness is conducted	2 3 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)	4 5 Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)
<b>5.3.2.</b>	1 Consortium does not conduct meaningful continuous improvement planning. When it does, community partners, staff, faculty, students, and other stakeholders are rarely involved.	2 3 Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved for only some powerful and/or influential agencies or employees.	4 5 Community partners, staff, faculty, students, and other stakeholders are engaged in continuous improvement planning and are involved in evaluating program effectiveness and design

## December Industry Sectors Ranked by Employment Size<sup>1</sup>



## Unemployment Rate (%)<sup>2</sup>



## Online Job Advertisements – December 2021 Help Wanted Online<sup>3</sup>

### Top Employers

Anthem Blue Cross – 3,847  
Allied Universal – 1,798  
Disney – 1,445  
UCLA – 1,392  
Northrup Grumman – 1,391  
Cedar-Sinai – 1,086  
Amazon – 1,078  
USC – 1,061  
Raytheon – 1,054  
Starbucks – 891

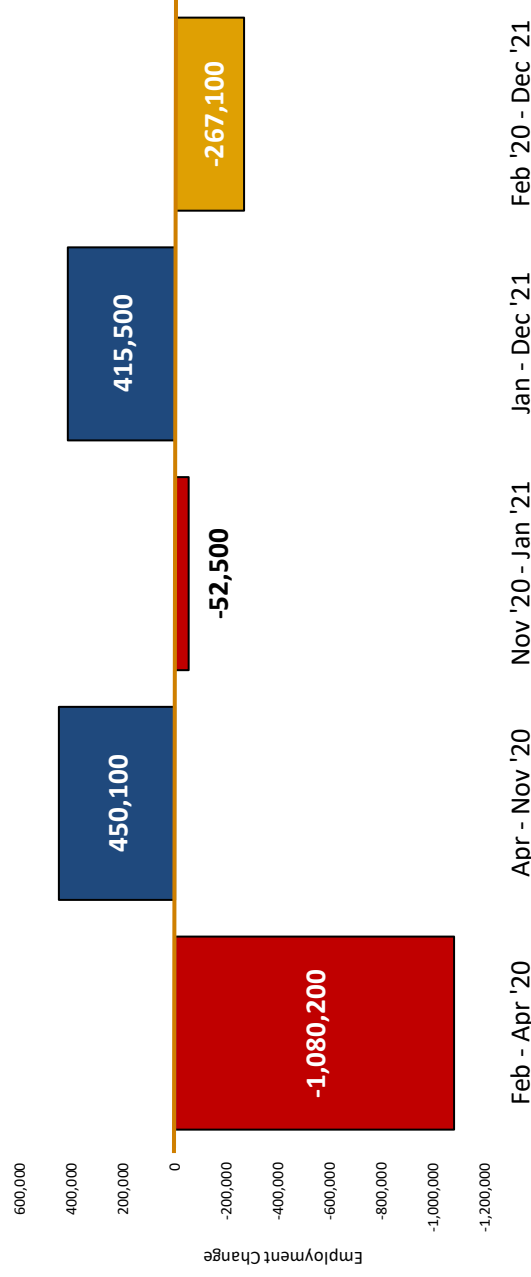
### Top Occupations

Registered Nurses – 6,768  
Retail Salespersons – 6,656  
Managers, All Other – 5,484  
Sales Representatives, Wholesale and Mfg. Except Sci. & Tech. – 5,015  
Customer Service Representatives – 4,687  
Computer Occupations, All Other – 4,326  
First-Line Supervisors of Retail Sales Workers – 3,660  
Heavy and Tractor-Trailer Truck Drivers – 3,553  
Software Developers, Applications – 3,185  
Security Guards – 2,969

### Top Cities

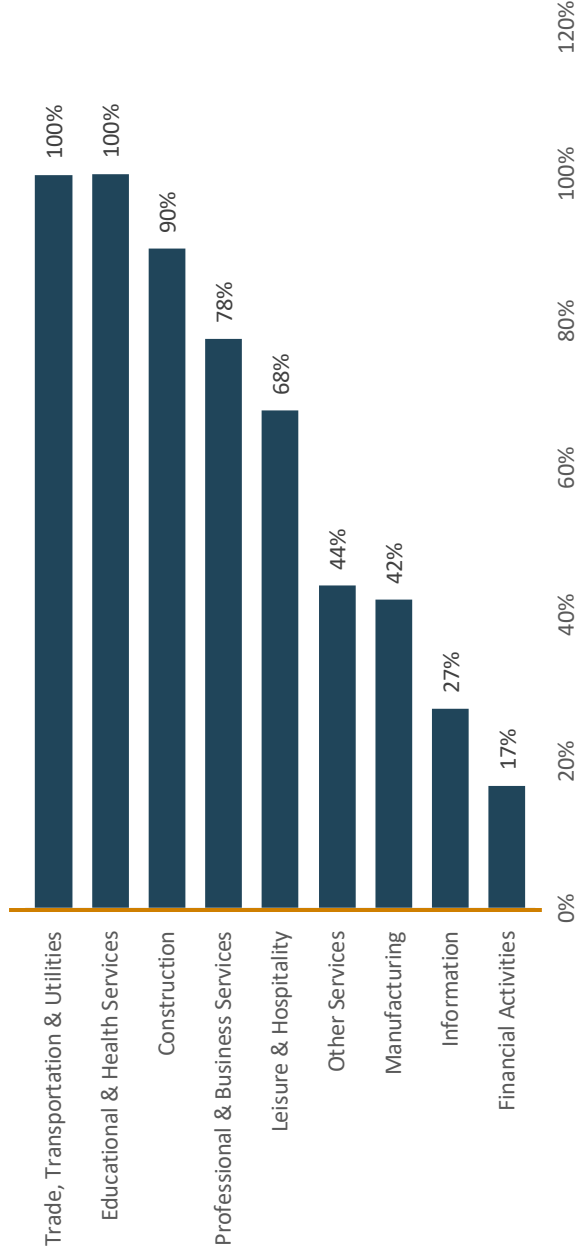
Los Angeles – 77,274  
Long Beach – 8,423  
Torrance – 5,840  
Pasadena – 5,779  
Burbank – 5,700  
Glendale – 5,573  
Santa Monica – 5,341  
El Segundo – 4,290  
Santa Clarita – 4,155  
Culver City – 3,194

## Change in Civilian Employment: February 2020 – December 2021<sup>4</sup>



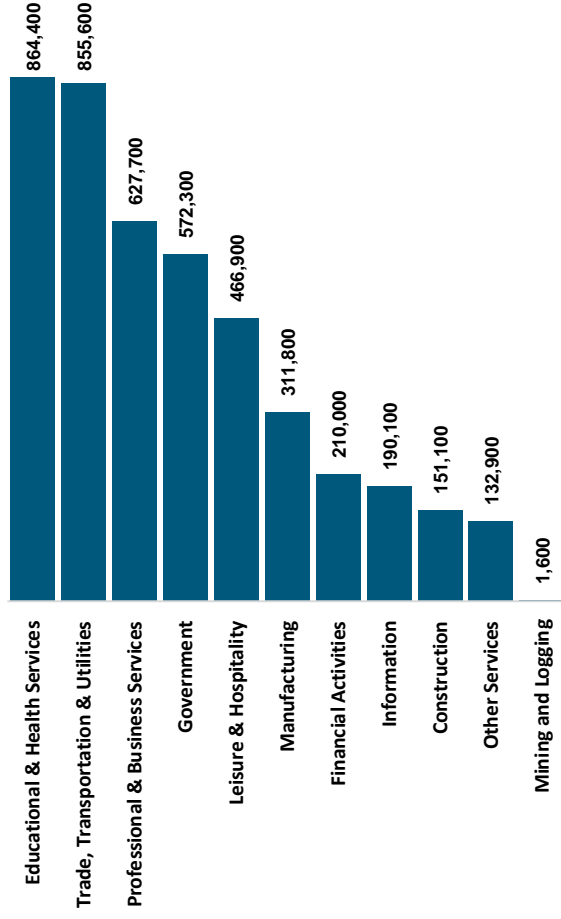
- State mandated business closures related to the COVID-19 pandemic led to a historic employment loss of 1,080,200 between February and April 2020.
- After dipping to record lows, the employment recovery has been inconsistent. During the 2020 holiday period, businesses activity remained slow and seasonal job increases failed to materialize due to COVID-19 surge.
- A full employment recovery remains to be seen. As of December 2021, civilian employment is at 267,100 or 25 percent below its pre-pandemic level.

## Employment Recovery by Industry: April 2020– December 2021<sup>5</sup>

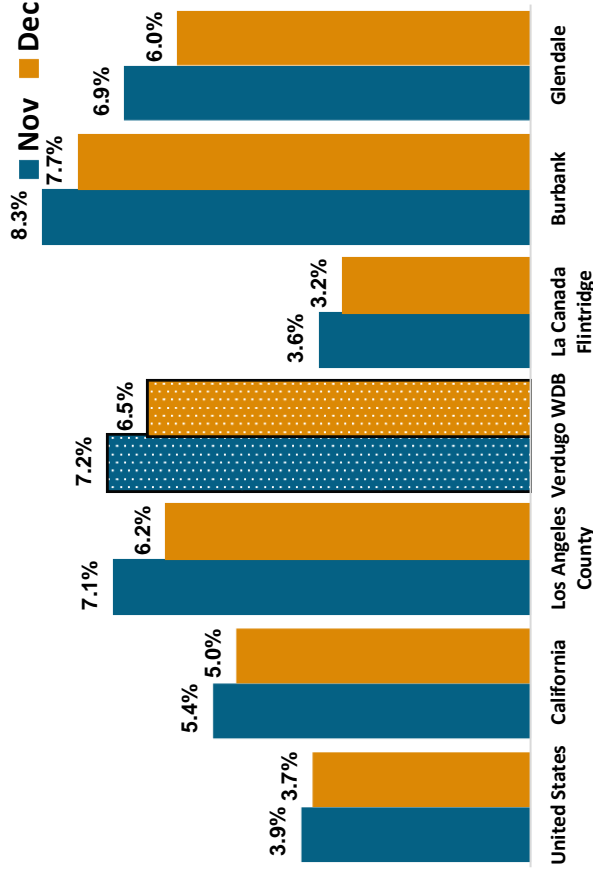


- Nonfarm jobs levels declined by 772,400 jobs from Feb 2021 to Apr 2021. Since then, 70 percent or 537,300 of the jobs lost have recovered.
- Industry sectors that have recovered less than 100 percent of the losses during the recovery period from Apr 2020 to Dec 2021, remain below pre-pandemic job levels.
- The recovery has been uneven with high-contact industry sectors such as Food Services and Drinking Places, Educational Services, and Other Services showing a slower rate of recovery. While others have surpassed pre-pandemic levels. .

## Dec. L.A. County Industry Sectors Ranked by Employment Size<sup>1</sup>



## Unemployment Rate (%)<sup>2</sup>



## Online Job Advertisements – Verdugo LWDA December 2021 Help Wanted OnLine<sup>3</sup>

### Top Employers

Disney – 1,044  
Anthem Blue Cross – 417  
Warner Media – 404  
Indotronic International Corp. – 325  
Allied Universal – 127  
Adventist Health – 105  
Providence Health & Services – 103  
Nordstrom – 89  
Viacomcbs – 84  
NBC – 82

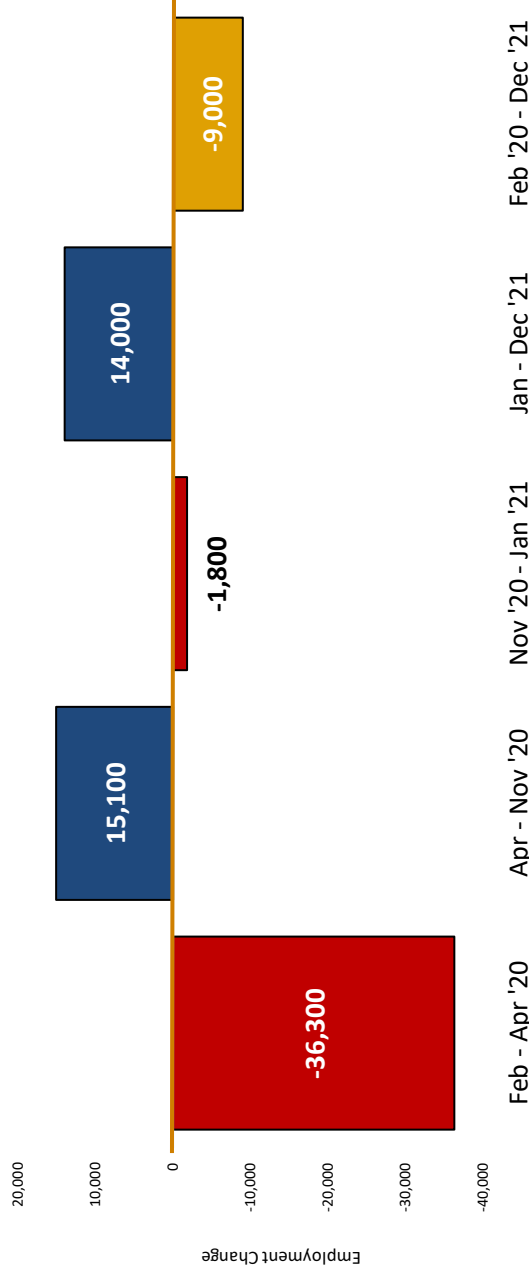
### Top Occupations

Retail Salespersons – 479  
Registered Nurses – 412  
Managers, All Other – 389  
Computer Occupations, All Other – 328  
Software Developers, Applications – 296  
Customer Service Representatives – 277  
Sales Reps, Wholesale and Mfg., Except Technical and Sci. Products – 269  
General and Operations Managers – 209  
First-Line Supervisors of Retail Sales Workers – 208  
Marketing Managers – 203

### Top Cities

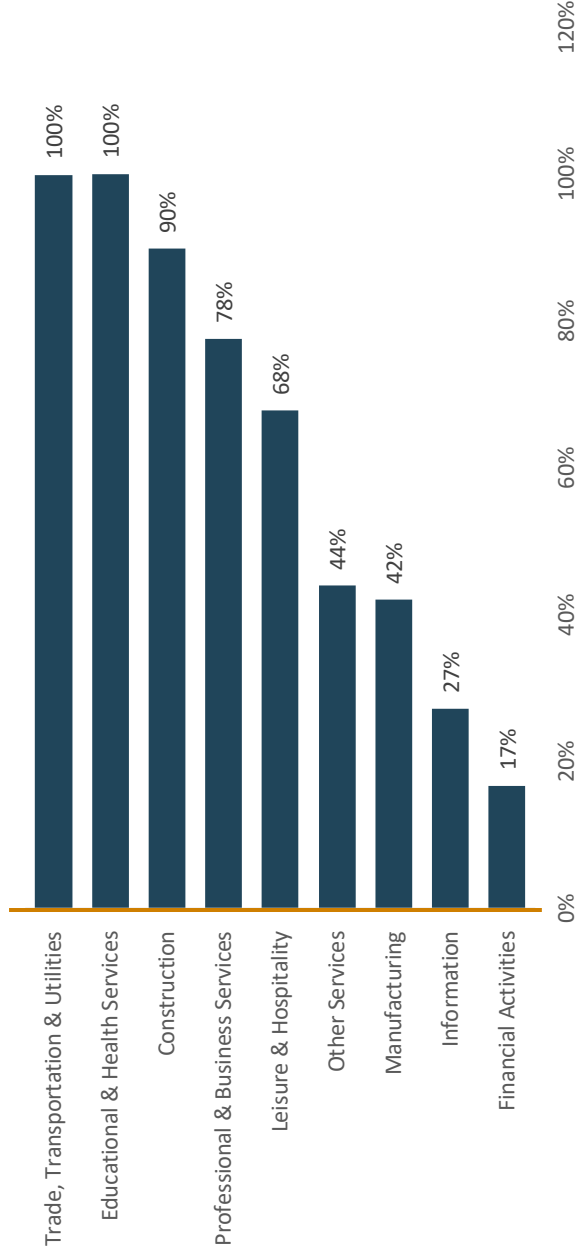
Burbank – 5,697  
Glendale – 5,572  
La Canada Flintridge – 286

## Change in Civilian Employment: February 2020 – December 2021<sup>4</sup>



- Between February and April 2020, the Verdugo LWDA registered an employment loss of 36,300 due to COVID-19 pandemic closures.
- Civilian employment recovered by 27,300 between April 2020 and December 2021, a 75 percent recovery to the 36,300 employment loss seen in the beginning of the pandemic.
- A full employment recovery remains to be seen. As of December 2021, civilian employment is at 9,000 below its pre-pandemic level.

## L.A. County Employment Recovery by Industry: April 2020– December 2021<sup>5</sup>



- Nonfarm jobs levels declined by 772,400 jobs from Feb 2021 to Apr 2021. Since then, 70 percent or 537,300 of the jobs lost have recovered.
- Industry sectors that have recovered less than 100 percent of the losses during the recovery period from Apr 2020 to Dec 2021, remain below pre-pandemic job levels.
- The recovery has been uneven with high-contact industry sectors such as Food Services and Drinking Places, Educational Services, and Other Services showing a slower rate of recovery. While others have surpassed pre-pandemic levels. .



# California's Population

Hans Johnson, Eric McGhee,  
and Marisol Cuellar Mejia

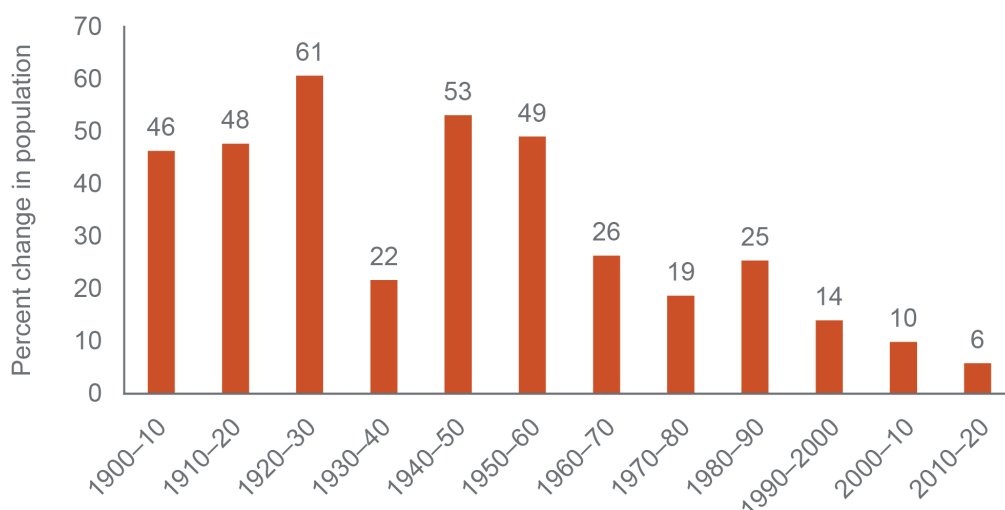
## One out of every eight US residents lives in California.

- ▶ With over 39 million people (according to July 2021 estimates), California is the nation's most populous state—its population is much larger than that of second-place Texas (29 million) and third-place Florida (22 million).
- ▶ California's population is projected to reach 45 million people by 2050.

## California's population growth has slowed dramatically in recent decades.

- ▶ In 1900, California was home to fewer than 2 million people; by 1950 the population had reached 10 million. California's population more than tripled in the last half of the 20th century (reaching 37 million by 2000), and its growth rate was much higher than that of the rest of the United States.
- ▶ Since 2000, California has experienced its slowest rates of growth ever recorded.
- ▶ From 2010 to 2020, California's population grew by 5.8% (or 2.4 million), according to decennial census counts. This was slower than the rate of growth in the rest of the nation (6.8%), leading to the loss of a seat in the US House of Representatives for the first time in California's history.

## California's population growth has slowed



Source: California Department of Finance estimates for July 1 of each year.

## Since the onset of the COVID-19 pandemic, California's population has declined.

- ▶ From January 1, 2020, to July 1, 2021, California's population declined by almost 300,000, according to Department of Finance estimates. An increase in deaths, sharp declines in international migration, and a rise in residents moving to other states account for the losses.
- ▶ Most of the increase in deaths was due to the pandemic, according to the CDC. Moreover, birth rates have been declining for decades and reached record lows in the last two years. [These trends in births and deaths](#) mirror those in the rest of the nation.
- ▶ International migration is at its lowest level in at least 40 years, and the number of residents moving to other states is at its highest level since the mid-1990s.

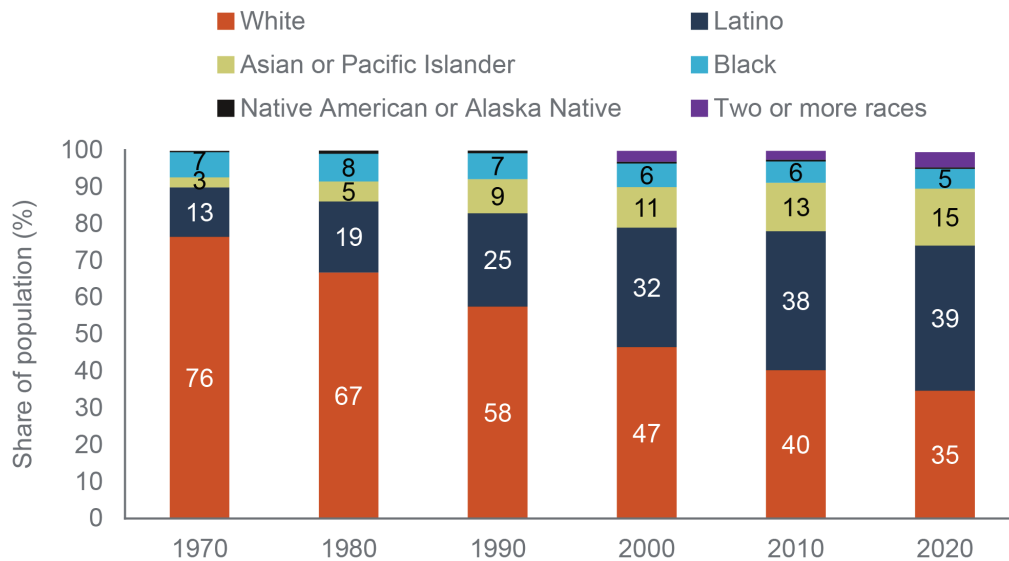


## California's population is diverse.

- ▶ No race or ethnic group constitutes a majority of California's population: 39% of state residents are Latino, 35% are white, 15% are Asian American or Pacific Islander, 5% are Black, 4% are multiracial, and fewer than 1% are Native American or Alaska Natives, according to the 2020 Census.
- ▶ Latinos surpassed whites as the state's single largest ethnic group in 2014.

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## California's population is increasingly diverse



Source: Census Bureau decennial counts.

## Over 10 million Californians are immigrants.

- ▶ According to the 2019 American Community Survey, 27% of Californians are foreign born—this share is larger than that of any other state (New Jersey is second with 23%) and more than double the share in the rest of the nation (12%).
- ▶ Over half (54%) of foreign-born Californians are US citizens, the largest share in over 40 years.

## California is aging, but it is young compared to the rest of the country.

- ▶ California's population is aging along with the baby boom generation; by 2030, about one in five Californians will be 65 or older.
- ▶ Yet California has the eighth-youngest population in the nation (Utah has the youngest). The median age in California is 37.3, compared to 38.7 for the entire country, according to the 2020 Census.

## Los Angeles County and rural areas have lost population and political representation.

- ▶ California's Citizens Redistricting Commission has drawn new political districts based on the 2020 Census. Since the districts must be close to equal in population, shifts in representation have generally followed [shifts in population](#).
- ▶ Both Los Angeles County and the most rural parts of the state have lagged in population growth, so they now have less representation. Areas adjacent to LA, including parts of Orange County to the south and the Inland Empire to the east, have seen the greatest gains. The Bay Area and Sacramento have also had healthy population growth and gained representation.

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Sources: California Department of Finance estimates and projections; US Census Bureau estimates; decennial censuses; American Community Survey.



Home / Newsroom / News Releases / Year 2022

## California Department of Education News Release

Release: #22-03

January 7, 2022

Contact: Communications

E-mail: [communications@cde.ca.gov](mailto:communications@cde.ca.gov)

Phone: 916-319-0818

# CDE Releases Student Data for 2020–21 that Show Impacts of COVID-19 on Schools

***Assessment scores, chronic absenteeism data, and graduation rates underscore the challenges of a year when most students accessed their education through remote learning***

SACRAMENTO—The California Department of Education (CDE) today released student performance data that provide baseline indicators of how the COVID-19 pandemic has impacted schools and students.


To prevent the spread of virus before development and widespread distribution of vaccines, most students learned from home for most of 2020–21 and returned to campuses in the spring either full-time or with hybrid (in-class and remote) instruction.

The 2020–21 data affirm both the challenges created by the pandemic and California's commitment to helping students recover from COVID-19 via a bold slate of historic investments in student learning, health, and well-being. The \$123.9 billion education package signed by Governor Newsom in July provides the highest level of K–12 funding in history, including the expansion of after-school and summer programs to accelerate learning and the creation of full-service community schools to address student mental health and wellness needs.

Today's data release consists of results from the 2020–21 administration of the California Assessment of Student Performance and Progress (CAASPP), which includes Smarter Balanced Summative Assessments for English language arts and mathematics; the California Science Test; the California Alternate Assessments for English language arts, mathematics, and science; and the California Spanish Assessment as well as the English Language Proficiency Assessments for California (ELPAC). It also includes information on high-quality interim and diagnostic assessments, chronic absenteeism, discipline data, and graduation rates.

Grade-level Smarter Balanced results in math and English language arts generally show academic progress but at a slower rate than in prior years. The scores also show a widening of achievement gaps between student groups.




The data is limited in both scope and use. COVID-19 not only created challenges for teaching and learning but also for the administration of the statewide assessments. The results are available to the public and posted on the [CDE Test Results for California's Assessments website](#) .

To provide essential background and factors to consider when interpreting California's 2020–21 statewide assessment results, the CDE created a new interpretation guide, which can be found on the [CDE California Assessment Results News Release web page](#).

Although the federal testing requirement was waived altogether for the 2019–20 school year, in 2020–21 the U.S. Department of Education required states to administer statewide academic assessments in English language arts, mathematics, and science as well as the English language proficiency assessments—with some accommodations. To ease administration of the assessments and lessen the impact of standardized testing on students at a difficult time, the California State Board of Education also approved shorter versions of both the Smarter Balanced English language arts and math tests.



To account for uneven participation when analyzing the information, the CDE matched the scores from the 2021 cohort of students assessed with their own scores in 2018–19 and over their school careers. This is the first time CDE has released matched cohort data. These analyses show that the rate of gain was lower for the 2021 cohort and that the differentials were greater for younger students than for older ones.

Another new addition to today's data release is a report by the Region 15 Comprehensive Center at WestEd that captures and reflects data from selected test publishers that supported districts that were unable to administer the statewide summative assessment in 2020–21 because it was not a viable option due to factors related to COVID-19. That information can be found on the [Center for Standards, Assessment, and Accountability Resource Library web page](#) .

Additionally, the state received a waiver of federal accountability requirements, including reporting state indicators of the California School Dashboard and removal of the penalty for the English language arts and mathematics state indicators for participation rates of less than 95 percent. The statewide four-year cohort graduation rate released today shows a slight decline of 0.6 percent. It is now 84.2 percent. The cohort rate examines the number of students who start together as freshman and graduate four years later. Meanwhile, the five-year graduation rate increased slightly, by 0.3 percent to 87 percent. The statewide suspension rate hit an all-time low, as might be expected for a year of mostly remote learning. And the statewide chronic absenteeism rate increased 2.2 percentage points in 2020–21 to 14.3 percent. Students are considered chronically absent if they miss 10 percent or more of school days per school year. More information can be found on the [CDE COVID-19 and Data Reporting web page](#).

More information about data gathering for this unusual year is available on the [CDE COVID-19 Accountability FAQs web page](#).

“Our road ahead is clear—we must continue to focus our energy and resources in supporting our students, families, and educators so they not only recover from the impacts of COVID-19 but thrive in days ahead,” said State Board of Education President Linda Darling-Hammond. “This must remain our top priority. I am grateful to the Legislature and Governor Newsom for last year’s [historic education package](#) (PDF) that provides a record-high level of funding to help transform our system to one dedicated to addressing all the impacts of COVID-19 on our students—academic, behavioral, social-emotional and physical.”

To help schools accelerate learning during the 2020–21 year, Governor Newsom signed [Assembly Bill 86](#)  on March 5, 2021, which provided \$4.6 billion (of \$6.6 billion in total funding) to expanding student supports. Schools used those early funds to expand educational opportunities for the summer and the following school year. According to [summer data released by the State of California Safe Schools for All Hub](#) , 89 percent of school districts reporting offered new learning opportunities over the summer, including learning acceleration (e.g., high-dose tutoring), enrichment, and mental health services.

State Superintendent of Public Instruction Tony Thurmond said: “The statewide performance data from last year confirm what we heard from school districts and county offices throughout the year. Namely, the challenges that students and educators faced during the pandemic were multi-dimensional and disruptive to learning and mental health. Our goal now is to move all students forward. We are thankful for the historic investments in education, and I am putting forward a bold agenda to address long-standing inequities that have caused disproportionate learning gaps for students of color and other student groups in California with a plan to transform California schools.”

###

**Tony Thurmond — State Superintendent of Public Instruction**  
**Communications Division, Room 5602, 916-319-0818, Fax 916-319-0100**

Last Reviewed: Friday, January 7, 2022

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California  
Community  
Colleges

## MAIN REPORT

JANUARY 2022



# The Economic Value of the California Community College System

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The City Of Glendale Invites you to Celebrate the Life and Work of

# CÉSAR CHAVEZ

20th Annual Celebration

**Saturday, March 26, 2022**

**1:00 p.m. - 4:00 p.m.**

Program begins at 2:00 p.m.

**PACIFIC COMMUNITY CENTER**

501 S. Pacific Ave, Glendale, CA 91204

FREE TACOS served from

1:15 p.m. until food runs out

For additional information call (818) 548-4098 or visit [www.glendaleca.gov](http://www.glendaleca.gov)



@MyGlendale #MyGlendale







# Looking for a Job?



**ARE YOU BETWEEN THE AGES OF 18 TO 24 AND  
TAKING CLASSES AT GARFIELD CAMPUS?**



**CONTACT GYA TODAY!  
CALL (818) 937 - 8057 OR  
EMAIL [Lisaacs@glendaleCA.gov](mailto:Lisaacs@glendaleCA.gov)**

## **Services Offered:**

- Paid work experience that may lead to permanent employment
  - Paid training
  - Case management
  - Supportive services
- \* Must meet program guidelines and complete necessary forms to qualify

**GLENDALAYOUTHALLIANCE.ORG**

**MAIN OFFICE LOCATED ON THE 2ND FLOOR OF THE VERDUGO JOBS CENTER  
1255 S. CENTRAL AVENUE, GLENDALE CA 91204**

The Glendale Youth Alliance is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY 818-548-3857



# COVID-19 RELIEF PROGRAM

**Are you between 18-25 years old?**

**Was your employment affected by COVID (Laid off or received UI from January 2020 to present)?**

**Need gas cards, work attire or have past due utility bills?**

**CALL GYA TODAY! 818-937-8073**



**The Glendale Youth Alliance (GYA) COVID-19 Program will assist local youth ages 18-25 that are affected by COVID** to return their lives to normalcy. Individuals that have been laid off from work and/or receiving Unemployment Insurance between January 2020 until the present qualify!

GYA will provide intense case management as well as gas cards, work attire, pay utilities and other supportive services to successfully transition youth back into the workforce.

**If you qualify, please contact Glendale Youth Alliance today at 818-937-8073.**

# LIFERAP

## Low Income Family Employment And Rental Assistance Program

The LIFERAP program provides case management and wrap around services to improve the quality of life of Glendale families by providing rental and employment assistance for low income, working households.

### Eligibility Requirements:

- Must be a Glendale resident
- Currently residing in a rental unit
- Have one or more children under the age of 18 -  
Minor must be 18 or younger at the time of application
- Must have Right to Work documents
- At least 1 family member must be working 32 hours a week or more
- Must be willing to commit to the program for 12 months;  
meet with case manager monthly; open a saving plan; provide all necessary documentation
- Cash aid (CalWORKS) recipients are not eligible for the program

### Family Annual Income Eligibility Guideline:

2 people	3 people	4 people	5 people	6 people
\$72,100	\$81,100	\$90,100	\$97,350	\$104,550

**Applications Open**  
**2/7/2022 – 2/25/2022**



**For more information please contact:**  
**Eliza Dzhaneryan • [edzhaneryan@glendaleca.gov](mailto:edzhaneryan@glendaleca.gov)**  
**(818) 937-8056**

**Applications can be submitted via email at:**  
**[edzhaneryan@glendaleca.gov](mailto:edzhaneryan@glendaleca.gov) or mailed to:**  
**c/o: Eliza Dzhaneryan – Verdugo Jobs Center**  
**1255 S. Central Ave. Glendale CA 91204**

Low Income Family Employment and Rental Assistance Program (LIFERAP) is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities with 3 days prior notice by calling (818) 937-8000. TTY users, please call (818) 548-3857.