

## Adult Education Implementation Meeting

April 21, 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 March 17, 2022.	Board	5 min.
IV.	CFAD Approval	A. Approval of Consortium Fiscal Administrative Declaration	Board	5 min.
V.	Director's Report	A. Updates from the Director	Alfred	10 min.
VI.	Strategic Planning	A. Environmental Scan B. Assessment Results: Strategies C. Strategy Development	MAP	90 min
VII.	Next Meeting	A. Next meeting date: May 19, 2022		
VIII.	Adjourn	A. Adjournment		

---

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

**Adult Education Implementation Virtual Meeting: WebEx**

March 17, 2022 ♦ 1:00pm-3:00pm

**Attendees:** Laura Isaacs-Galvan, Ani Khachikyan, Jonathan Pelletier, Caryn Panec, Edlin Abrahamian, Kim Fedrick

**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 February 17, 2022</b> 1. Minutes for February 17, 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 the new parking lot is expected to be done by April.  2. Alfred noted that GCC expects 50% of classes to be in person.  3. Some classes will continue to be online. An increased need for technology is also noted to assist with access to online courses by students.
<b>III.</b>	<b>Three-Year Planning</b>	<b>A. CAEP Self-Assessment</b> 1. MaryAnn continued facilitating the CAEP self-assessment, walking through the consensus process for those elements that had variance in the scoring by different partners.  2. All scores were finalized by consensus and recorded.  3. Partners also participated in a brainstorming exercise to identify barriers and needs for consumers and students currently receiving services.
<b>IV.</b>	<b>Partner Updates</b>	<b>A. Glendale Youth Alliance (GYA)</b> 1. Laura reviewed the flyers included in the packet for young adults, ages 18-24. She noted that she still has services available and encourages partners to refer students to her.

Agenda Item		Outcome
		<p><b>B. Verdugo Jobs Center (VJC)</b></p> <p>1. Ani announced that she continues to work with students who have completed the Medical Assistant program. She is also visiting ESL virtual classes to present VJC services to students.</p> <p><b>C. No additional updates were available.</b></p>
<b>B.</b>	<b>Next Meeting</b>	<b>Next meeting date:</b> April 21, 2022; 1:00-3:00pm

California Adult Education Program : CFAD : 2022-23 Produced: Apr 20, 2022, 06:57 PM UTC MaryAnn Pranke

## 19 Glendale Community College District Regional Consortium

### Fiscal Declaration - Draft

**Consortium Name:** 19 Glendale Community College District Regional Consortium

**Funding Channel:** Fiscal Agent

**Fiscal Agent:** Glendale CCD

**Narrative:** The Glendale Local Education and Resource Network (GlendaleLEARNS) planned allocations are based on member vote and on achievement of goals and objectives in the annual plan as well as the California Adult Education Program (CAEP) Three-Year Plan. The Consortium reviews achievement of goals and objectives in its monthly public meetings to ensure accountability and transparency. Consortium review also ensures that achievements are in alignment with GlendaleLEARNS' Vision, Mission, and Values. A contract is executed on an annual basis between Glendale Community College District (GCCD) and the Verdugo Workforce Development Board (VWDB) which adds another layer of accountability. Each semester, the VWDB submits a status report to the fiscal agent that outlines all accomplishments with full backup documentation to demonstrate accomplishments. Goals and tasks are aligned to the Consortium priorities and target populations which include English Language Learners, people with disabilities, and low income. Allocations are based on staffing, programs and services that are designed to meet the needs of the special populations. The Consortium conducts a comprehensive review of goals, objectives, and strategies on an annual basis in preparation for the Annual Plan and the Three-Year Plan. Accomplishments are summarized, and goals, objectives and strategies are reviewed for continued relevancy, revision or elimination from the plan(s). The review of goal accomplishment assists in determining changes for fiscal administration or program coordination and management which would drive changes in allocations. As high performers, no changes in administration or CAEP coordination or management have been needed. Allocations remain the same and will remain the same in the next program year.

**Changes:** No Changes

### Member Allocations

Member Name	(2022-23)	(2021-22)	(2020-21)
Glendale CCD	\$699,042	\$610,467	\$619,111
Verdugo Workforce Development Board*	\$500,000	\$500,000	\$500,000
<b>Total Allocated to Members</b>	<b>\$1,199,042</b>	<b>\$1,110,467</b>	<b>\$1,119,111</b>
<b>Total CAEP Funds</b>	<b>\$1,199,042</b>	<b>\$1,138,367</b>	<b>\$1,094,057</b>
<b>Total Remaining</b>	<b>\$0</b>	<b>\$27,900</b>	<b>\$-25,054</b>

### Consortia Report on Governance Compliance of Rules and Procedures v.1

1. Have all community college districts, school districts, county offices of education, or any joint powers authority, located



**within the boundaries of the adult education region been allowed to join the consortium as a member? \***

Yes

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

Yes

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

Each member provides financial reports to their respective governing bodies on a monthly, quarterly and annual basis as required by their respective bylaws, policies and regulations. Financial reports include status of all funds, including CAEP funds, are reported to ensure integrity and transparency. This allows governing boards to evaluate and identify under- and over-expenditures according to planned expenditures and request either additional information or corrective actions. To date, no significant under- or over-expenditures have occurred that would cause concern of the governing bodies.

Expenditure reports are also entered into the NOVA system and submitted to the state on a quarterly basis. Expenditures are recorded relative to the Member Plans and Budget to determine any significant under- or over-expenditures. Significant changes in expenditures or expected changes are evaluated by each member to determine any adjustments needed in Member Plans and Budgets. Due to changes as a result of the pandemic, members have closely evaluated budgets and expenditures to determine if any changes are needed to meet the changing needs of students and programs. Changes in Member Plans and Budgets are implemented and along with any expenditure reports, which are then recertified.

As a contractor to GCC, the VWDB submits an invoice to GCC on a semi-annual basis, delineating all deliverables completed and backup documentation to support the invoice. Expenditures are recorded in the invoice in accordance with the deliverables completed, and submitted with the backup documentation to GCC for review prior to reimbursing costs to the VWDB.

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

Each member appointed to the Board, must submit a copy of the action item presented to their respective governing board during a public meeting, and the minutes of the meeting to verify that the action item was approved. Once those documents are submitted to GlendaleLEARNS, the new member will be introduced at the following monthly meeting and will be added as the official member and representative in the NOVA system. All documentation, including the action items and minutes are maintained by the GlendaleLEARNS Coordinator.

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

Decisions are made during the monthly public meetings. Actions are brought forward to the members during the meeting and a formal vote is taken and results are recorded in the minutes. A quorum of 51% members present at minimum, is required for decisions to be made. If a quorum is not confirmed during each meeting, actions and decisions will be postponed until the next monthly meeting. All documents are maintained by the GlendaleLEARNS Coordinator and posted on the website. To ensure that members and partners are aware of upcoming action items, meeting agendas for the monthly meetings are posted 72 hours prior to the meeting, in alignment with the Brown Act.

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

1 member = 1 vote

**7. How will decisions be approved? \***

by majority vote of 51%

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

The GlendaleLEARNs Board discussed several options for voting and decision making powers. To demonstrate the importance of each member, the Board voted and approved that each member would have an equal vote, regardless of whether they received CAEP funds or not. The majority vote was also approved as the minimum required for decisions to be upheld; however, every issue is discussed with the goal of reaching consensus. To date, no vote has taken place there was not a unanimous vote.

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

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

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

GlendaleLEARNs follows the Brown Act definition for adequate notice which: 72 hours prior to the meeting being held. Notices are posted on GlendaleLEARNs website and emailed with meeting packets to the members, partners and other stakeholders on the public distribution list. Comments submitted by partners and the public are fully discussed and incorporated into the action and decision made. If a comment is not incorporated, an explanation is provided. Typically, comments are not considered or incorporated if the recommendation or suggestion is not in alignment with the GlendaleLEARNs plans, bylaws, or regulatory requirements including CAEP or California Education Codes.

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

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

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

GlendaleLEARNs members, partners and stakeholders that participate in monthly meetings represent adult education, K-12 education including Glendale Unified School District, local and state government including the City of Glendale and State of California Department of Rehabilitation, community based organizations including International Rescue Committee and Armenian Relief Society, and workforce agencies including the VWDB and the Verdugo Jobs Center. This diverse group allows input by a multitude of organizations that also provide services to adult education students. Discussions are facilitated by the Coordinator to ensure that comments are considered prior to decisions. Meeting participants can voice their suggestions and ideas verbally or enter into the "chat" option if the meeting is virtual. A final discussion period is announced prior to finalizing any decision by the board.

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

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

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

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

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

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

**16. How does the consortium monitor and administer carryover funds? \***

Expenditures are monitored on a quarterly basis as reports are prepared and submitted to the state via NOVA. There may be minimal amounts of funds that are not expended in the same year received and will be included in the budget for the next program year. GlendaleLEARNs members use the FIFO method for expenditure of funds to ensure that funds are expended in the next program year and not carried over beyond the "Target Spend Down Date". Funds have never been carried over beyond the Target Spend Down Date and are typically expended in the same year that funds are received. Closeout is conducted through the NOVA system and each year, closeout is completed as scheduled, further demonstrating that funds are expended within the program year received.

**17. What bylaws do you have that governs carryover? \***

GlendaleLEARNs bylaws as well as MOUs with each member specify allowable expenditures. Included in all documents, policies, and contracts is regulatory compliance, including the CAEP Fiscal Management Guide and carryover rules. GlendaleLEARNs receives less than \$1M in CAEP funds through apportionment and COLA funds take the funding over \$1M in a typical program year. Student needs exceed the amount received through CAEP funds, allowing members to easily achieve full expenditures of funds in the program year they are received, without the need to carryover funds.

**18. How does your consortium define member effectiveness? \***

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

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

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

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

Yes

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

GlendaleLEARNs has several formal documents in place to detail its work beyond the questionnaire. These documents include: the board's bylaws, contract between GCC and VWDB which is reviewed and updated annually, the MOUs between GCC and each member which are reviewed and updated annually, MOUs between GCC and each partner, the GlendaleLEARNs Three Year Plan, Annual Plans, and CFAD. In addition, the GlendaleLEARNs Coordinator completed semi-annual reports which document accomplishments towards goals and strategies as well as contract deliverables.

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Glendale CCD</a>	District	Dr. Alfred Ramirez	(818) 240-1000
<a href="#">Verdugo Workforce Development Board*</a>	Workforce Development Board	Judith Velasco	(818) 937-8031
<a href="#">Glendale Unified</a>	Unified School District	Glendale Learn MaryAnn Pranke	(818) 937-8051

## Certification & Assurances

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

### Assurances

#### Membership & Decision-Making

- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84905 (a)(b)). (See Membership Box above).

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

## Public Meetings

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

## Reporting Requirements

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

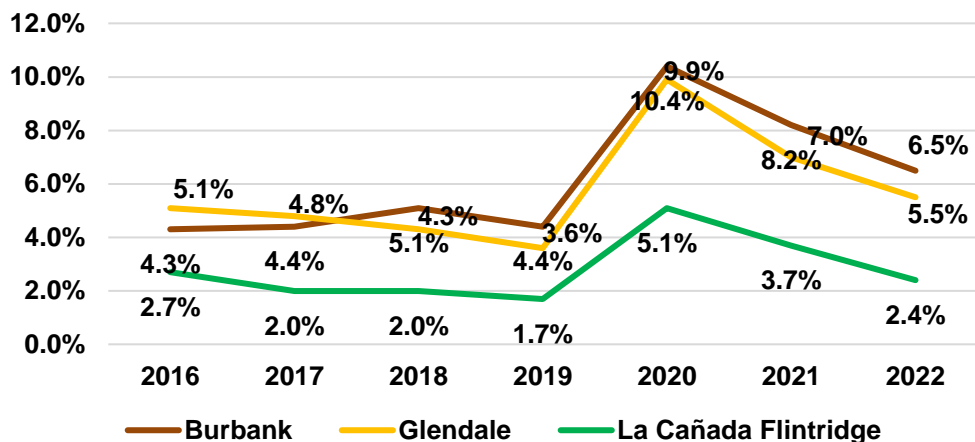
No approver contacts.

# Verdugo Workforce Development Board Labor Market Report: Verdugo Region

February 2022  
Quarterly Issue

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

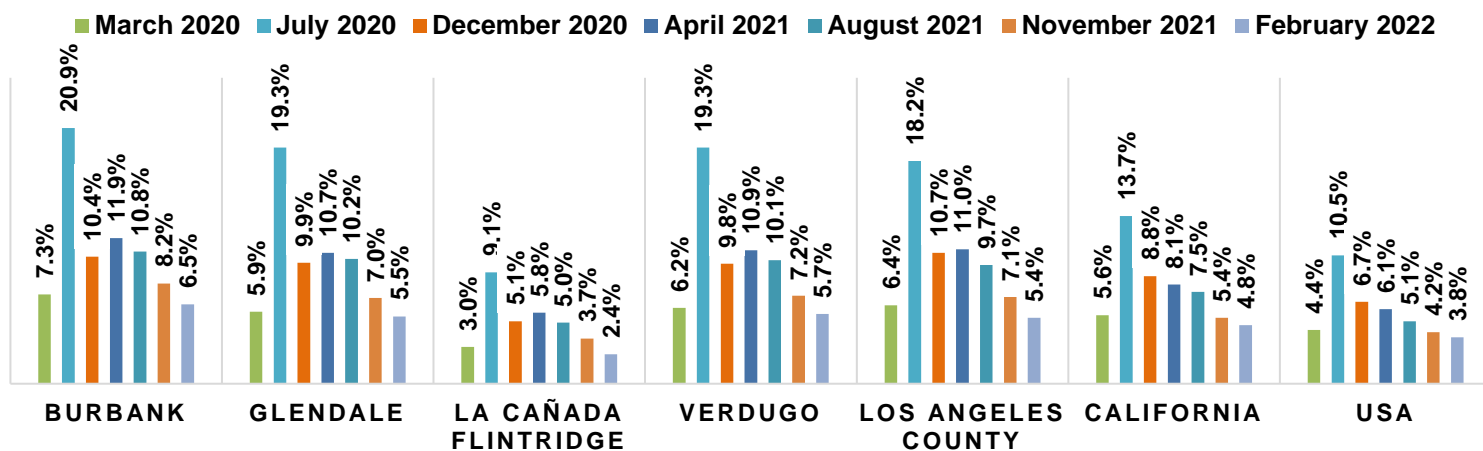
## ANNUAL UNEMPLOYMENT RATES BY CITY



### Unemployment Rates Comparison

Verdugo:	5.7%
LA County:	5.4%
California:	4.8%
USA:	3.8%

## UNEMPLOYMENT RATES COMPARISON



The unemployment rates have decreased in all three cities, county and state due to the lifting of mandates issued in March 2020 by the State of California in response to the COVID-19 pandemic.

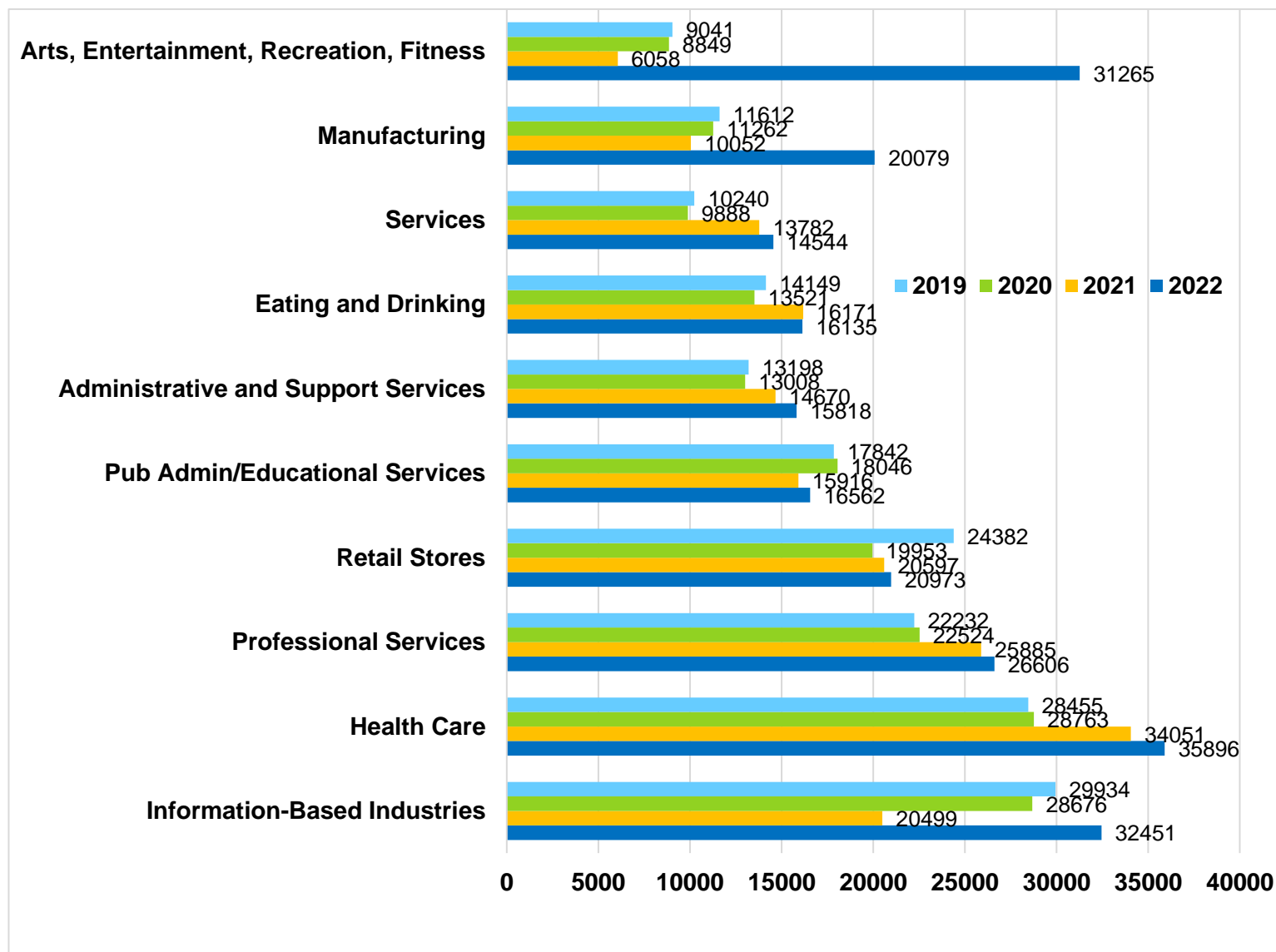
## VERDUGO REGION LABOR FORCE (RESIDENTS)



Labor force numbers are also based on EDD estimates of the number of residents who earned at least \$1 during the reporting period. These residents may be working outside of the Verdugo Consortium. The total Verdugo labor force as of February 2022 is 171,400.

Source: Employment Development Department Labor Market Information Division  
Reporting Period: February 2022

## TOP 10 INDUSTRY SECTORS FOR EMPLOYMENT - VERDUGO CONSORTIUM



The Information sector includes publishing, broadcasting and social media; however, Information Technology falls under Professional Services. Services includes repair and maintenance as well as personal services such as housekeeping and laundry. Administrative and Support Services include office, employment, travel, and security services.

In 2022, Professional Services, Administrative and Supportive Services, Services, and Information-Based Industries completely recovered from 2020 job losses and employment is now above its pre-pandemic level. Health Care is continuing to add jobs to meet the demand for services. As the 2020 COVID-19 restrictions have been fully lifted, employment in the Arts, Entertainment, Recreation, Fitness sector increased more than five fold. Also, the Manufacturing industry doubled its employment compared to the previous year.

These trends will likely continue given both the economic recovery post the COVID-19 pandemic as well as the impact of the current political crisis in the Ukraine and its economic ramifications.

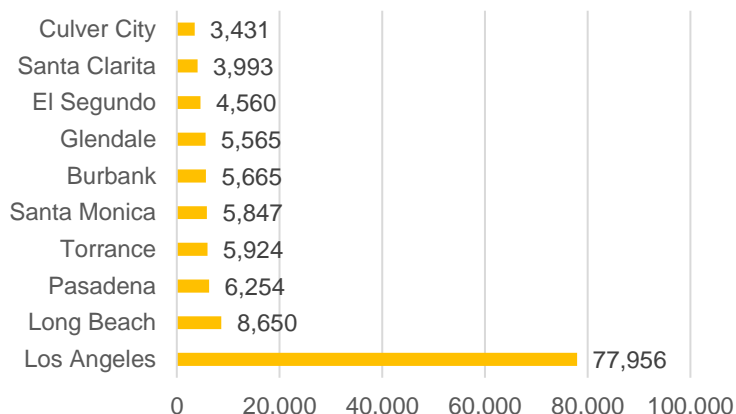


# Verdugo Workforce Development Board Labor Market Report: Verdugo Region

February 2022  
Quarterly Issue

## CITIES WITH THE MOST JOB ADS

### Cities with Most Job Ads








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

## TOP OCCUPATIONS IN JOB ADS – VERDUGO AREA

OCCUPATION	# OF JOB ADS
1. Retail Salespersons	451
2. Registered Nurses	411
3. Managers, All Other	386
4. Computer Occupations, All Other	304
5. Software Developers, Applications	282
6. Sales Representatives, Wholesale and Manufacturing	275
7. Customer Service Representatives	256
8. Marketing Managers	219
9. First-Line Supervisors of Retail Sales Workers	216
10. General and Operations Managers	216

The total number of job ads for the Top 10 Occupations decreased by 7% from 3233 job ads in November 2021 to 3016 in February 2022. This trend may be due to the economic recovery following the State of California's lifting of the COVID 19 pandemic restrictions.

## TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA

 <p>1057 Ads (4%)</p>	 <p>465 Ads (-1%)</p>	 <p>352 Ads NEW</p>	 <p>275 Ads (-43%)</p>	 <p>143 Ads NEW</p>
--	--	--	--	--

\*Increase/Decrease from November 2021 Verdugo LMI report.

Source: Employment Development Department Labor Market Information Division  
Reporting Period: February 2022



## DEFINITIONS

**Labor force:** Persons classified as employed or unemployed.

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

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

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



Glendale Community College  
Office of the Superintendent/President  
Contact: Dr. David Viar  
818-240-1000 Ext. 5105

## NEWS RELEASE

---

### FOR IMMEDIATE RELEASE:

Monday, April 4, 2022

### Glendale Community College Board of Trustees names next Superintendent/President

(Glendale, CA) - The Glendale Community College Board of Trustees has named Dr. Ryan Cornner the district's next superintendent/president following an exhaustive five-month search process.

Dr. Cornner currently serves as Vice Chancellor, Educational Programs & Institutional Effectiveness for the nine college Los Angeles Community College District, the largest community college district in the nation.

Dr. Cornner earned his Doctor of Education and Master of Social Work at the University of Southern California. He also holds a Bachelor of Science in Psychology from UC San Diego.

A native of Southern California, Dr. Cornner began his career in social work in the early 2000's driven by a desire for social justice and a commitment to improve the lives of individuals, families and the community. While teaching as an adjunct instructor at a community college, he was immediately drawn to the community college system and appreciated the connection with the college mission and the values that drew him to social work.

*"I was able to witness the individual impact on students in the classroom and recognize the broader impact of the institution," said Dr. Cornner. "It was clear that community colleges are the best means to combat generational poverty and to have a socioeconomic impact on the community. So, I shifted to a career focused on improving the lives of students and creating institutional change to best serve the needs of the community."*

Dr. Cornner's journey through academia has included more than twelve years teaching in the community college and university systems and more than a decade of administrative experience where he demonstrated an ability to work closely with campus constituents to implement programs and processes with a commitment to setting goals and deploying strategies to achieve them.

While serving as Dean of Institutional Effectiveness at East Los Angeles College, Dr. Cornner led the college's efforts to develop a Strategic, Educational, Facilities, and Technology Master Plan. During his role as Associate Vice President, Strategic Planning and Innovation at Pasadena City College, he collaborated closely with faculty and staff to design an integrated planning and resource allocation process.

Dr. Cornner's roots in social work, his commitment to equity, and ability to build relationships has been instrumental to his collaborative successes at LACCD. Over the last six years at the nine-college district, Dr. Cornner has worked on several initiatives to increase student access to college and ensure their success. These include community partnerships to develop the LA College Promise Program for free tuition, Dual Enrollment agreements with several school districts including LAUSD and Burbank Unified School District, and multiple student-centered programs to address enrollment, completion rates, student basic needs, and accreditation. Most recently, during the pandemic, he oversaw the creation of a recovery plan for the safe return to in-person classes.



Glendale Community College  
Office of the Superintendent/President  
Contact: Dr. David Viar  
818-240-1000 Ext. 5105

*“Dr. Cornner was a remarkable candidate who demonstrated a deep understanding of the challenges facing community colleges with a proven record at both the campus and multi-district level,” said Board President Dr. Armine Hacopian. “Even more inspiring was his commitment to ensuring all people have equitable access to education and his willingness to work with others to set and achieve the goals that are the foundation of the community college system.”*

*“I am humbled and honored to be chosen to lead this institution,” said Dr. Cornner. “I was well aware of GCC’s proud tradition of excellence and service to the community before I began this process and my respect has grown even deeper as I interacted with so many impressive people who I now get to call colleagues. My core leadership philosophy focuses on building a sense of shared community and values, which is essential to building an institutional culture that promotes collegiality, inclusion, innovation, and success. I look forward to engaging leaders throughout the college, as we work together to build on the college’s tradition and set the standard for excellence in meeting student needs.”*

The Board began the search for a new superintendent/president in November after current superintendent/president Dr. David Viar announced he would be retiring in June 2022 following nine years leading GCC and 45 years working in higher education on the local, state and national level.

*“There was an exceptional group of candidates vying for this coveted spot to lead one of the most prestigious community colleges in the state,” said Dr. Viar. “It is a testament to Dr. Cornner and his abilities that the board selected him to continue GCC’s nearly one-hundred-year legacy. I wish him great success.”*

Dr. Cornner comes from a family of educators who have served students in the community college and K-12 setting throughout the Los Angeles region. His immediate family includes his wife Lindsey, a Glendale native, and his children Samantha and Parker. *“We are thrilled to be joining the Glendale community and ensuring that we serve the next generation with the same level of dedication and academic distinction that GCC has been known for,”* said Dr. Cornner.

The trustees are scheduled to approve Dr. Cornner’s contract during their next board meeting scheduled for Tuesday, April 19, 2022. The new superintendent/president will assume the new duties on July 1, 2022.

#### **Board of Trustees**

Dr. Armine Hacopian, *President* • Ann H. Ransford, *Vice President* • Sevan Benlian, *Clerk*  
Yvette Vartanian Davis, *Member* • Desirée Portillo Rabinov, *Member*



# 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**





## Summer JOBS ARE HERE

Are you between the ages of 14-24?

**GYA will start accepting application for the summer program as of March 1, 2022! For more information call 818-937-8073**



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

**YOU CAN EARN UP TO \$1800 ■ LEARN VALUABLE LIFE SKILLS**

### Eligibility Requirements:

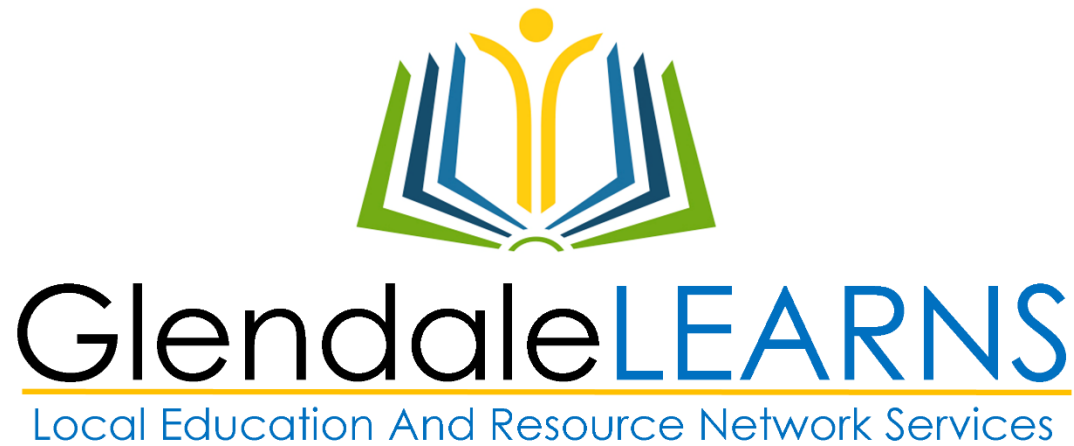
- ☐ Must be a LA County Resident
- ☐ 14-24 years of age
- ☐ Have the right to work in the U.S.
- ☐ Must have a work permit, if under 18
- ☐ Must be vaccinated against COVID-19 (medical & religious exemptions accepted)

### Program Design:

- ☐ Up to 120 hours of work experience & Paid Work Readiness training
- ☐ Work for variety of Employers

### For More Information visit us at:

**Glendale Youth Alliance**  
**1255 S. Central Avenue**  
**Glendale CA 91204**  
**(818) 937-8006**  
[www.glendaleyouthalliance.org](http://www.glendaleyouthalliance.org)



# ENVIRONMENTAL SCAN CAEP THREE-YEAR PLAN 2022-2025

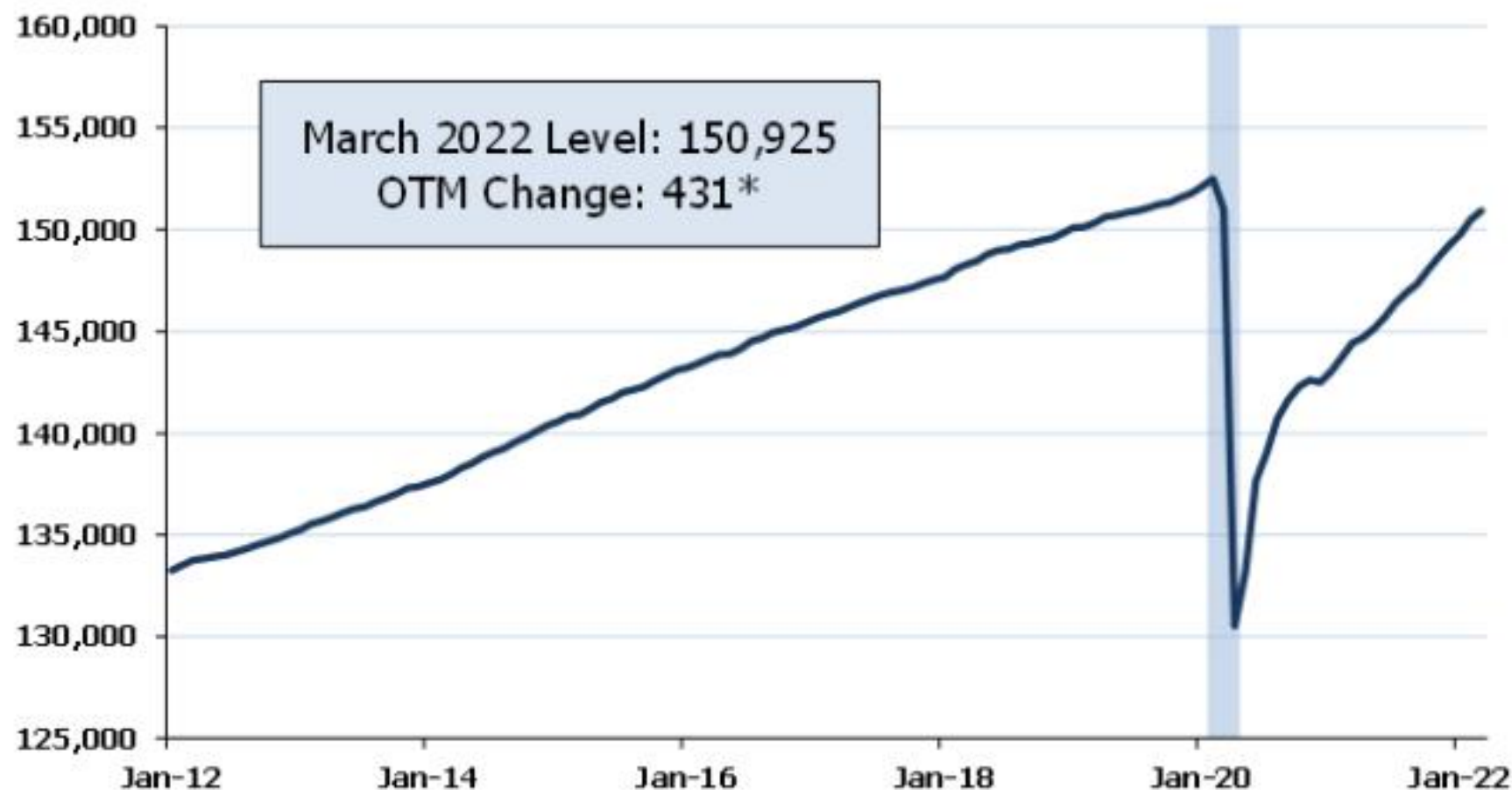




# The National Pulse

# Employment up 431,000 in March

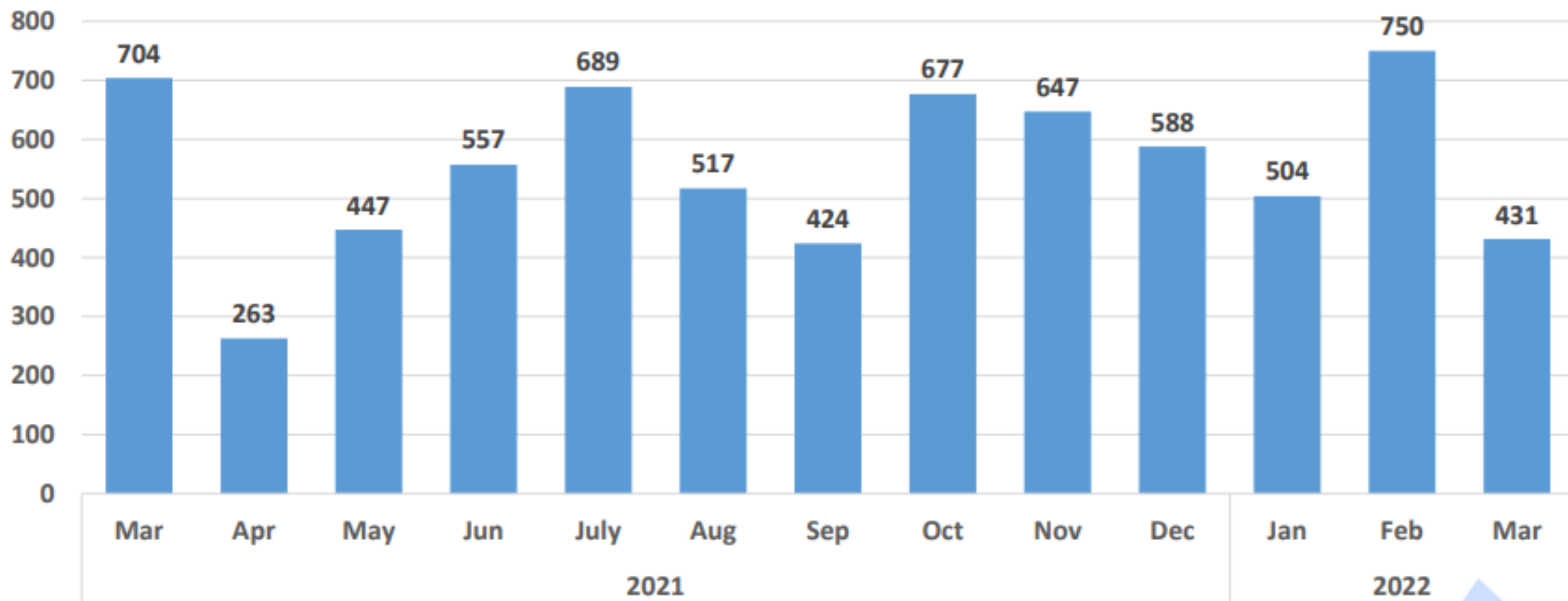
Total nonfarm employment, seasonally adjusted, in thousands





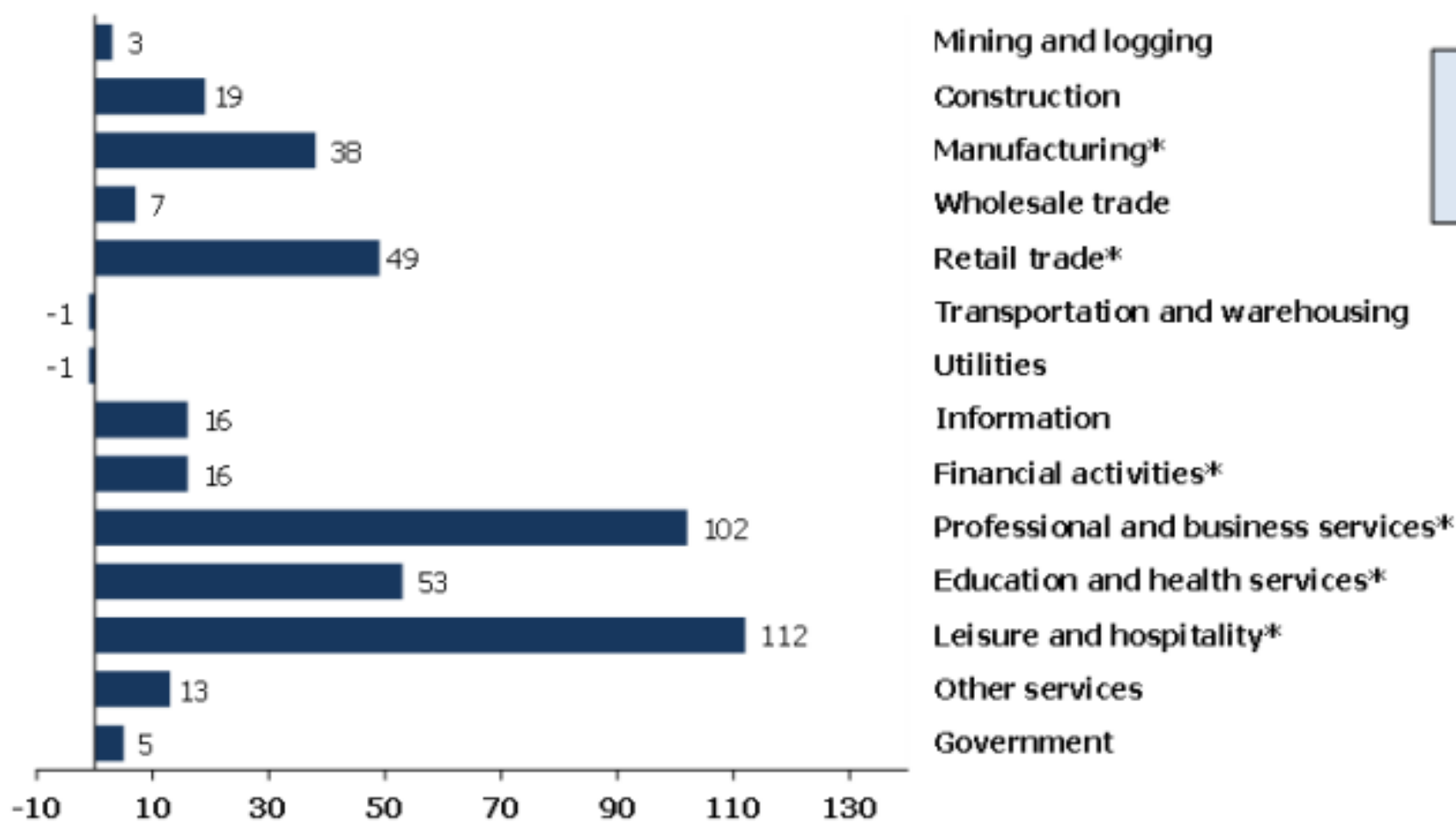
# Recent monthly employment changes

Over-the-month employment changes, in thousands, March 2021– March 2022



# Changes widespread among industry sectors

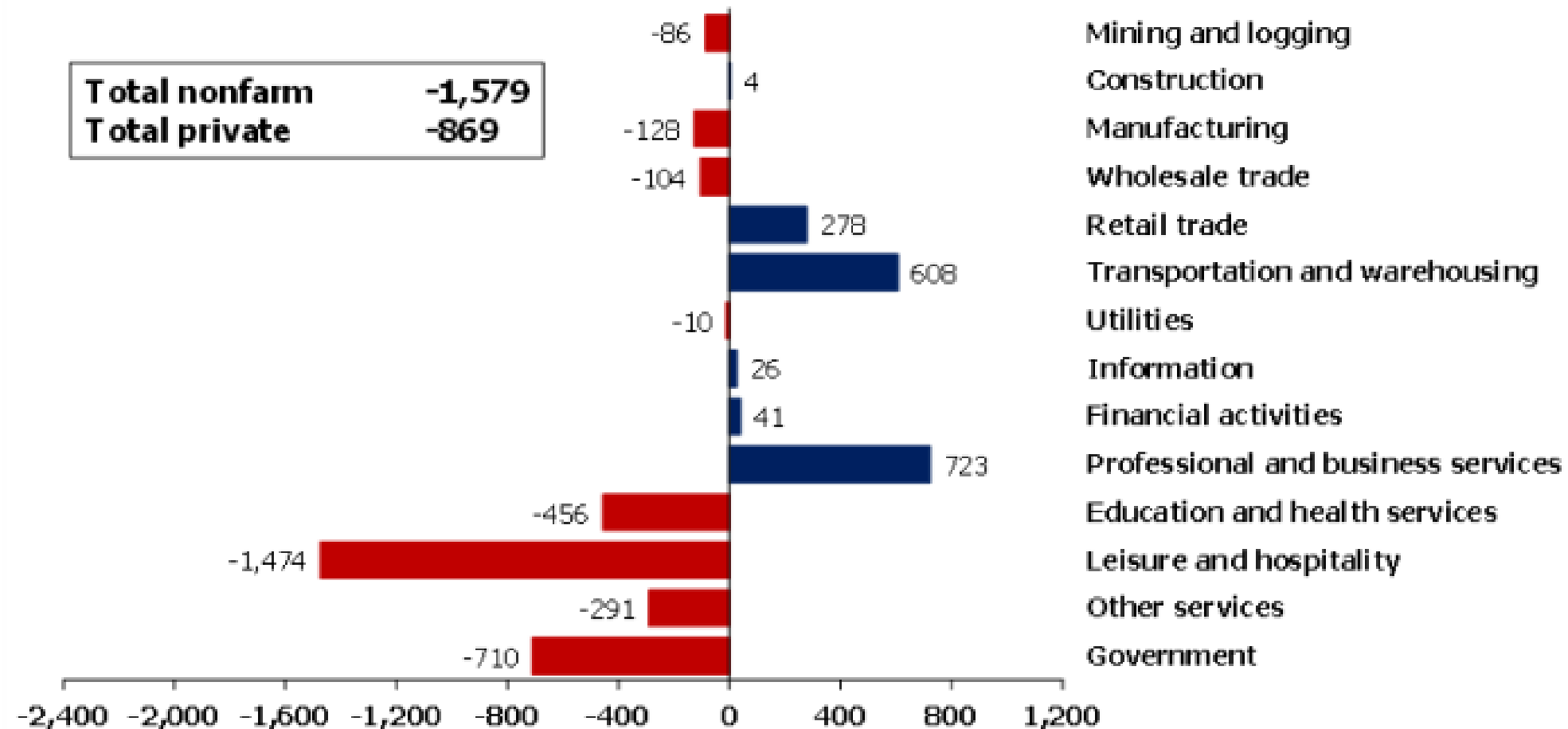
Over-the-month employment changes, in thousands, March



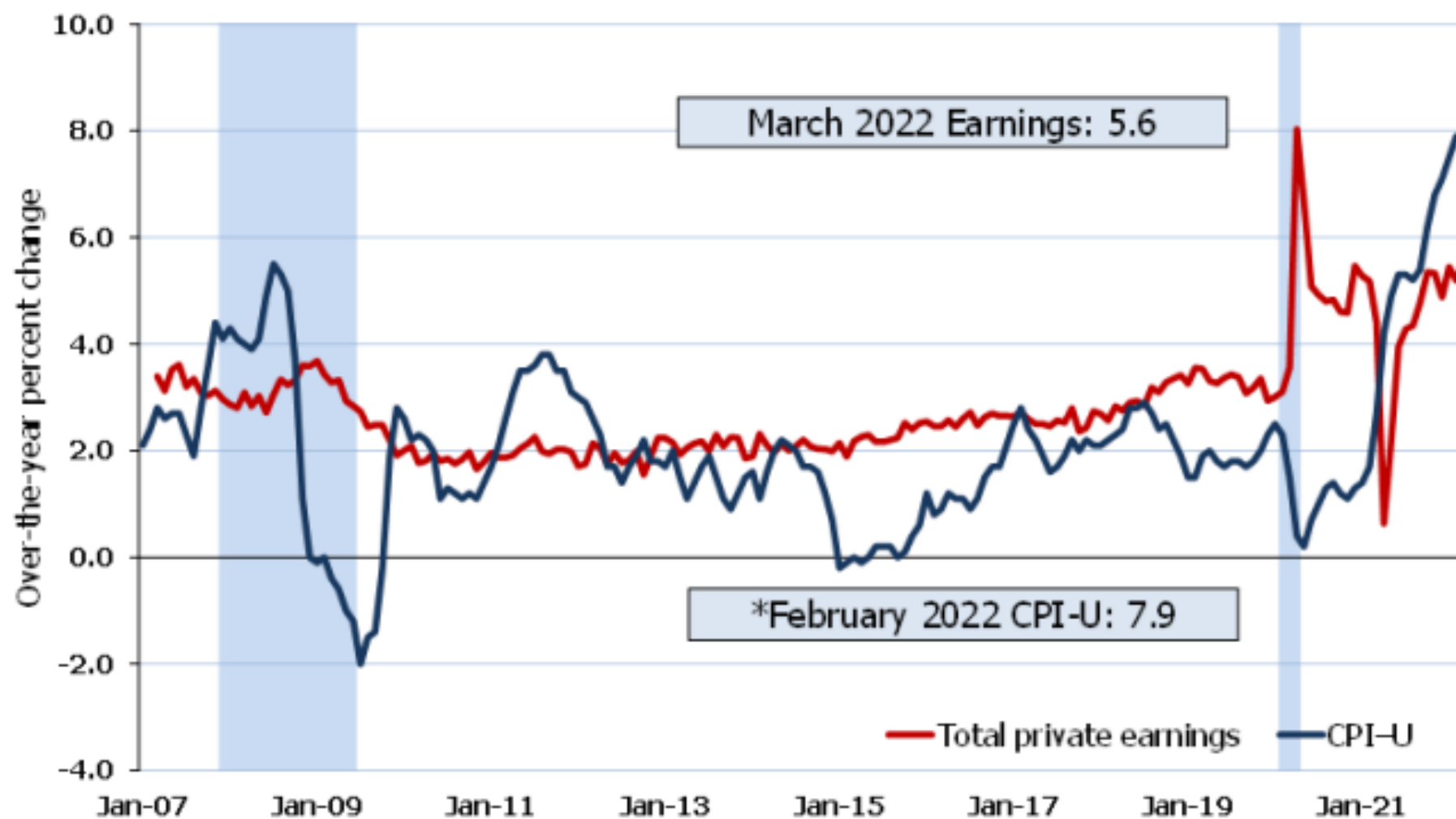
Total nonfarm:  
431\*

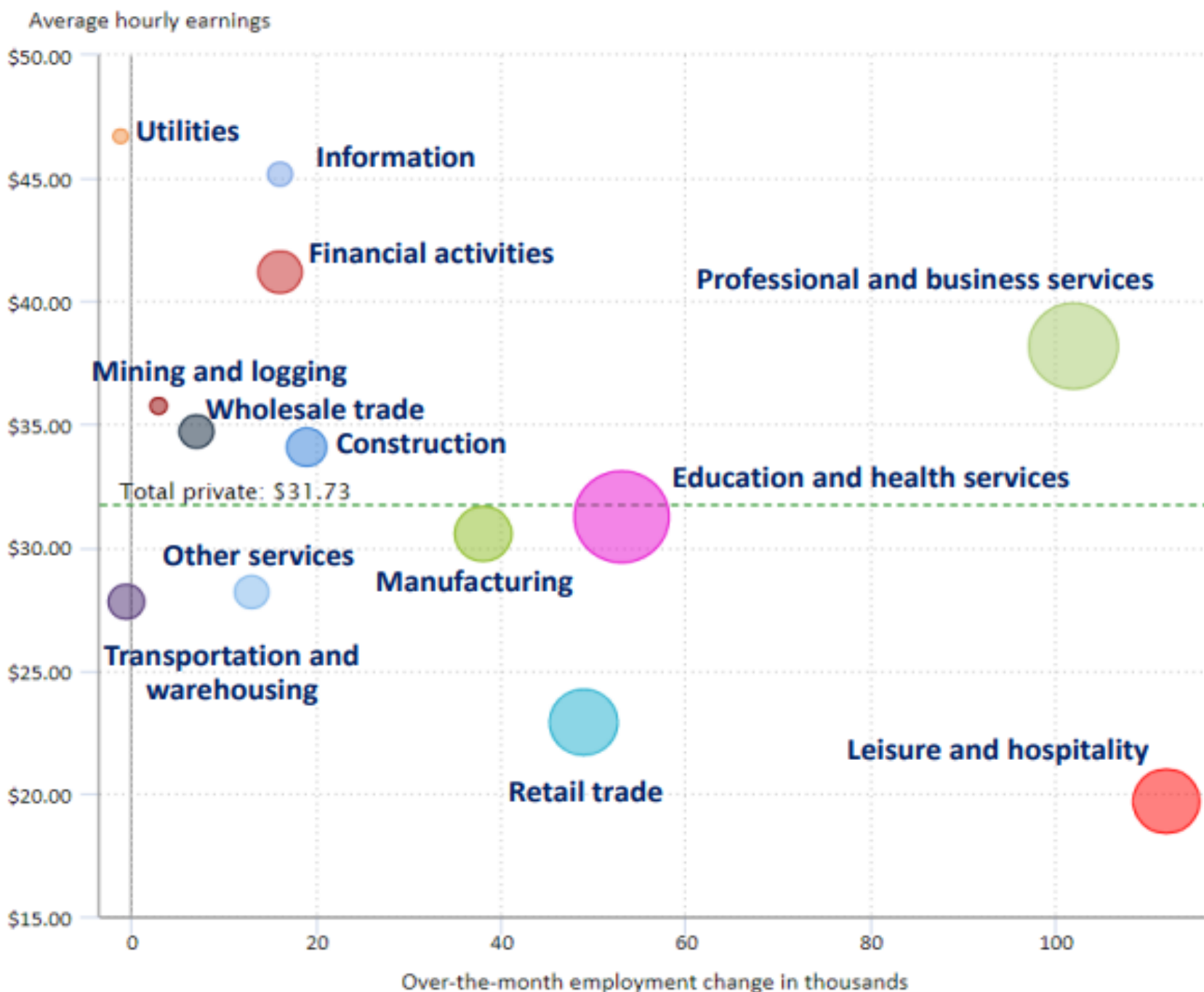
# Major industry sector job recovery

Employment change since February 2020



# Average hourly earnings up 5.6% over the year





# Employment and average hourly earnings by industry

March 2022

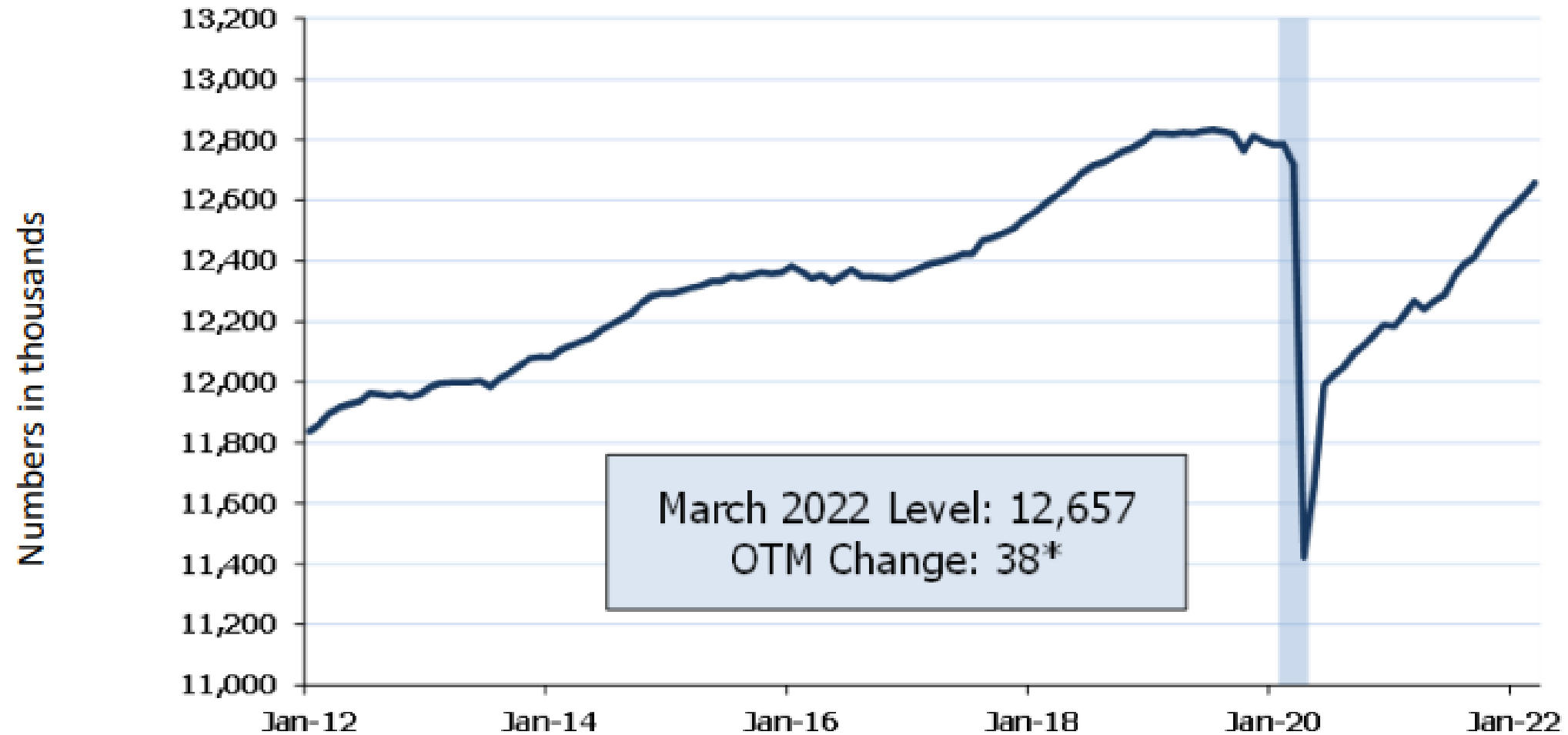
Seasonally adjusted



# Manufacturing: up 38K

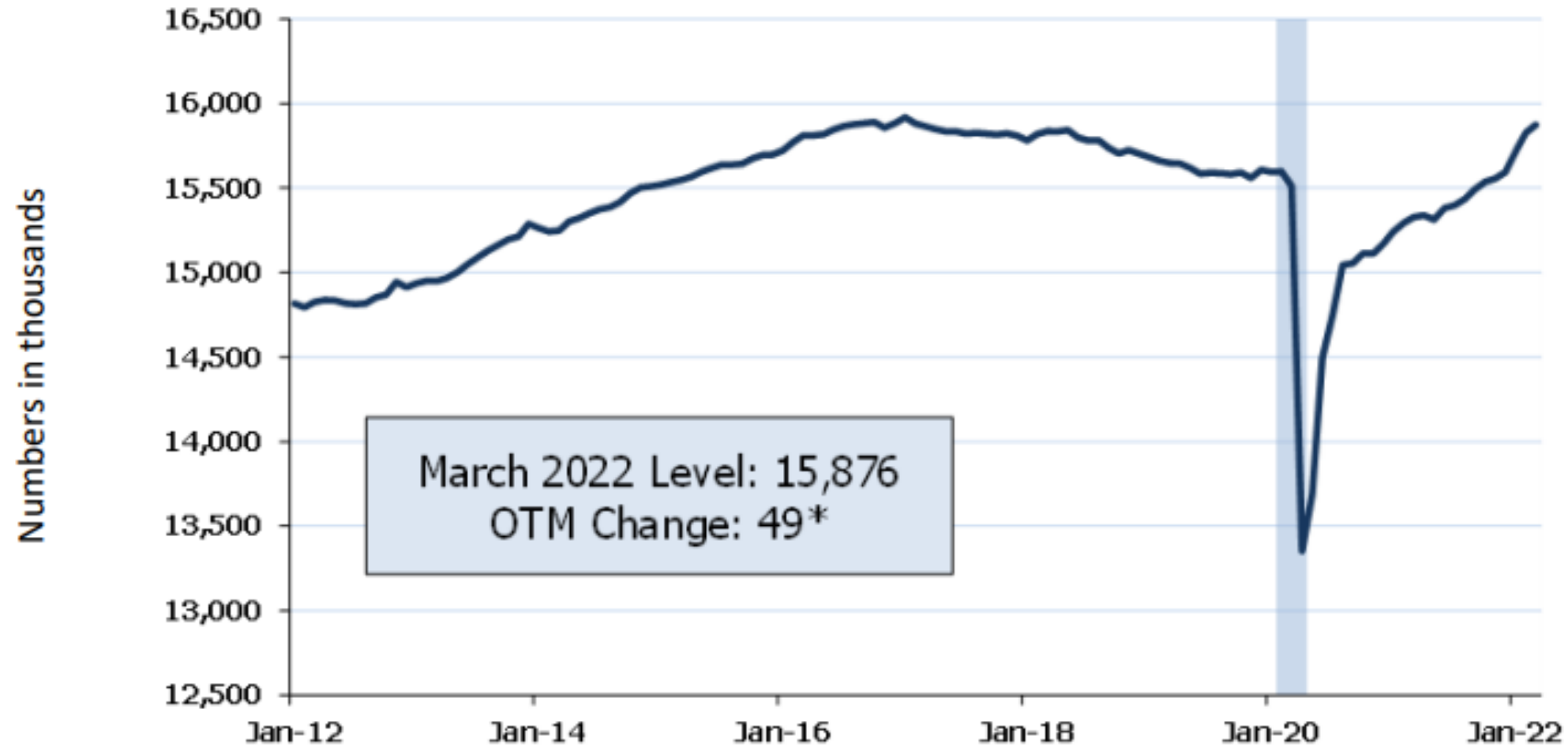


Employment in manufacturing



# Retail trade: up 49K

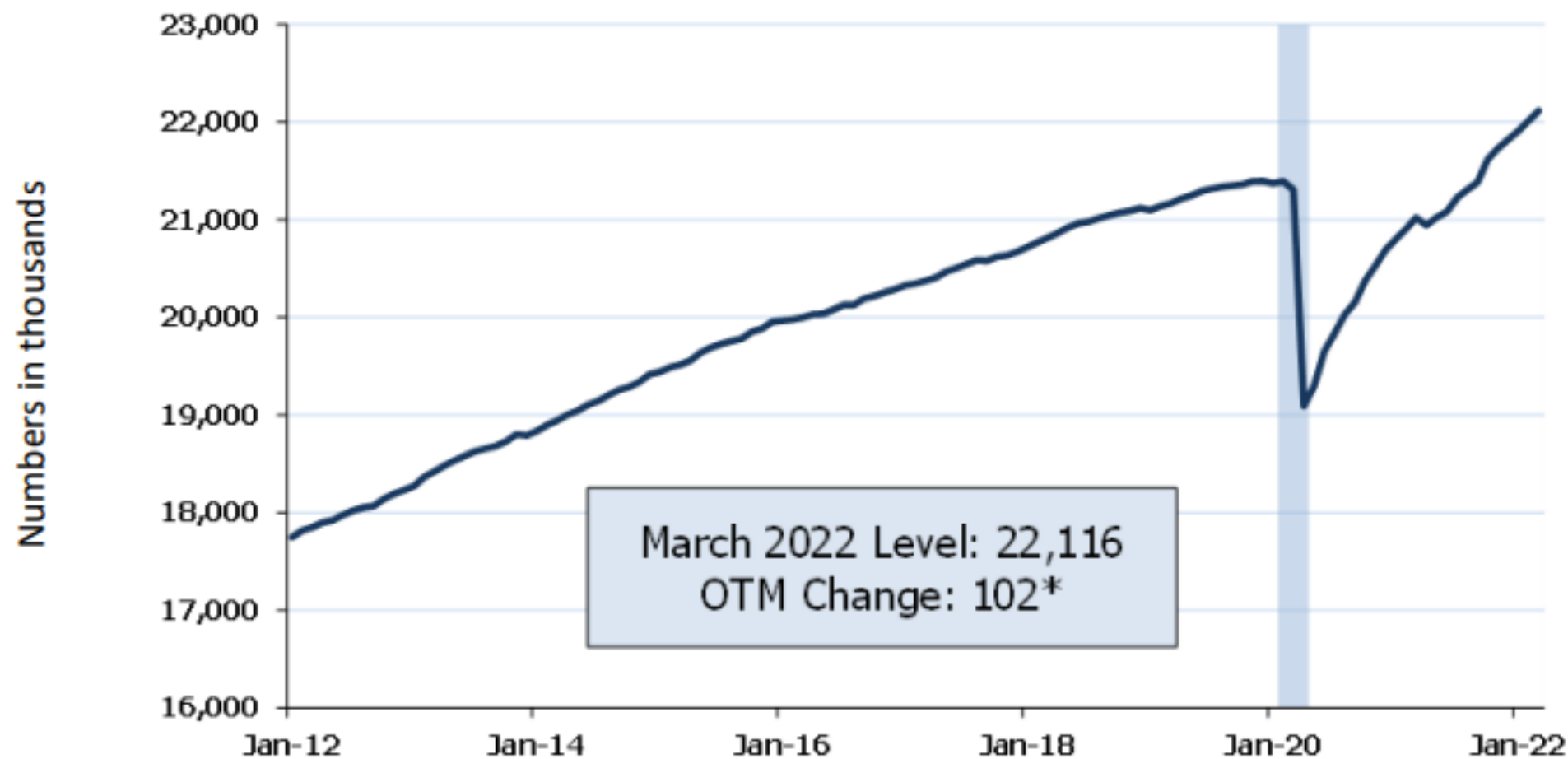
## Employment in retail trade



# Professional & business services: up 102K



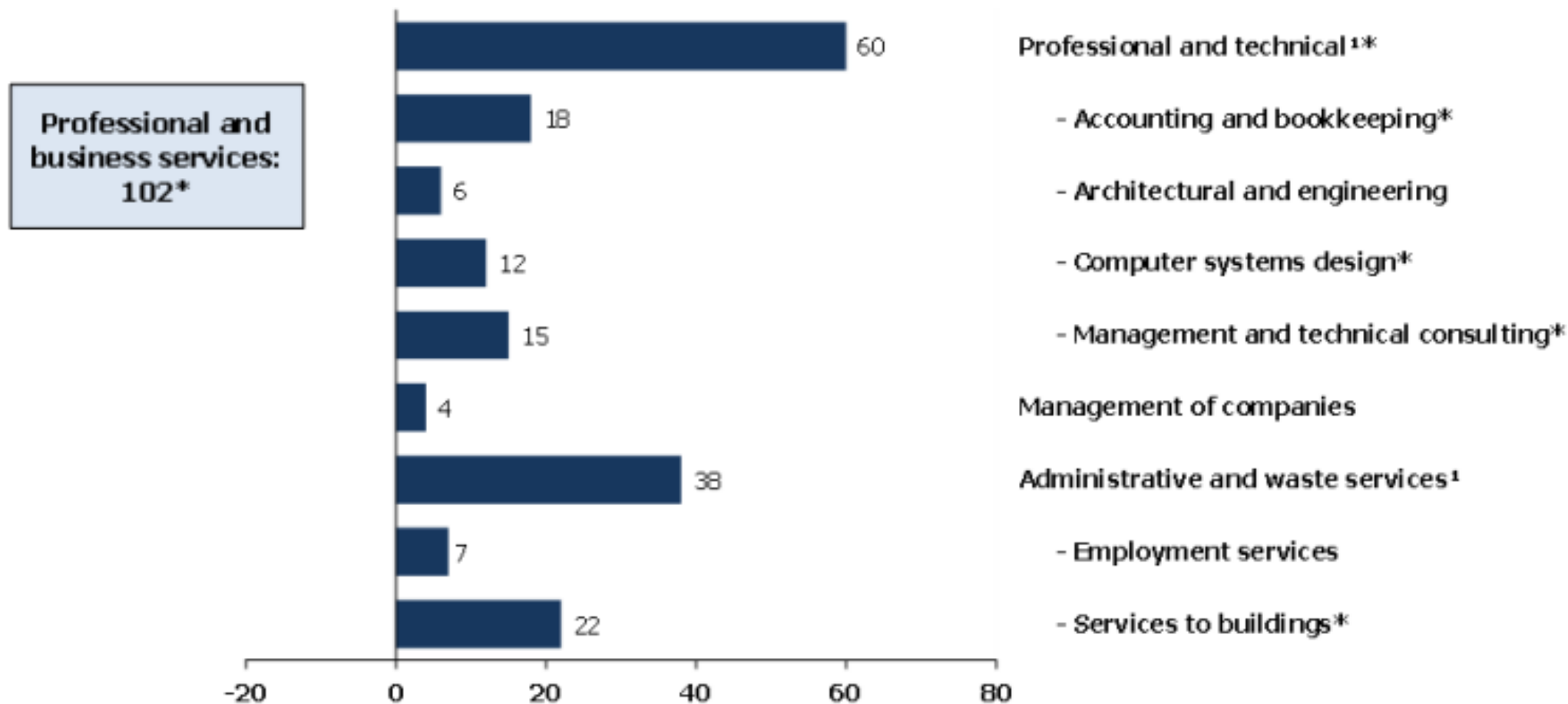
Employment in professional & business services





# A closer look at professional & business services

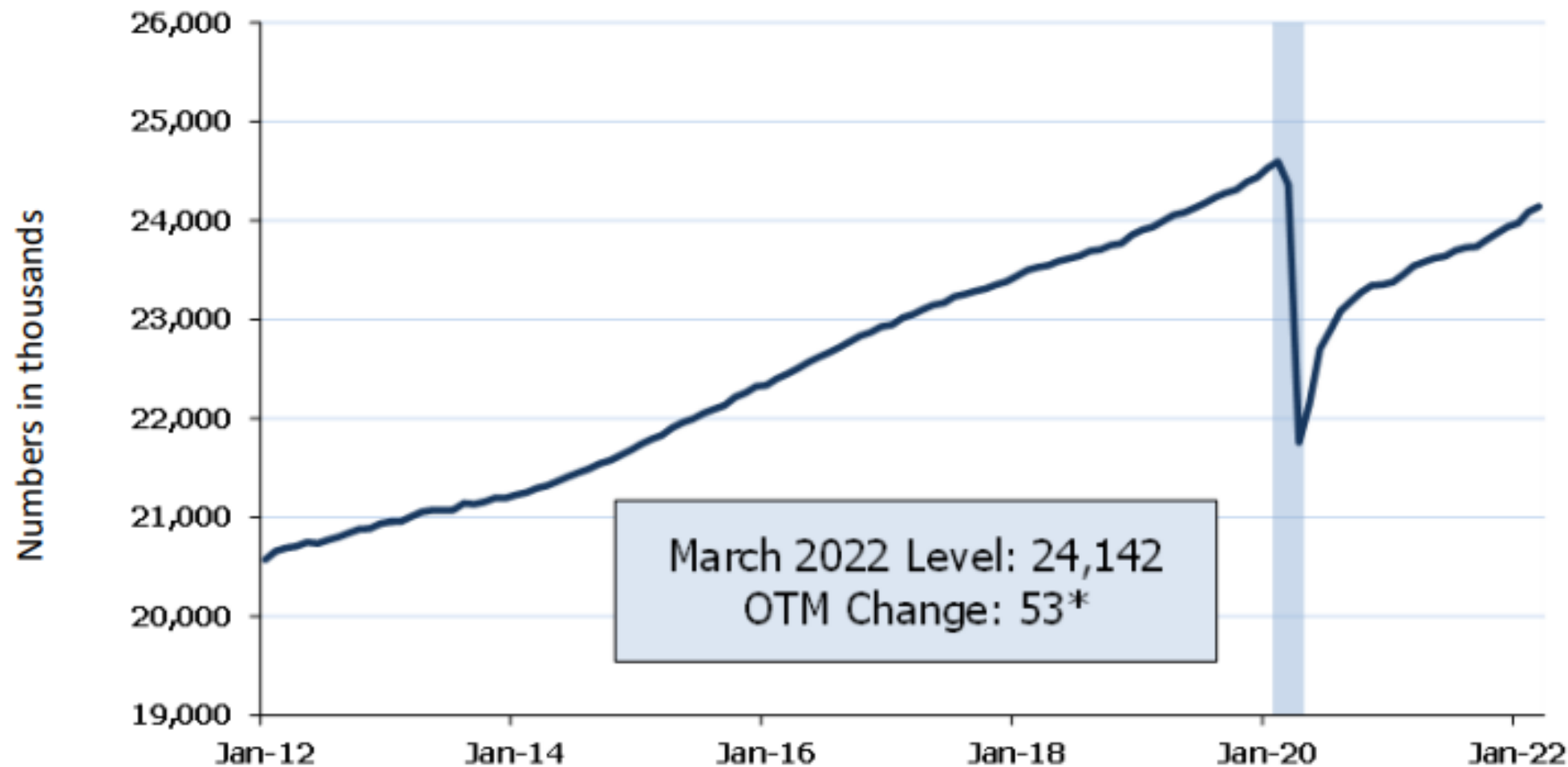
Over-the-month employment changes in select professional & business services industries



# Education and health services: up 53K

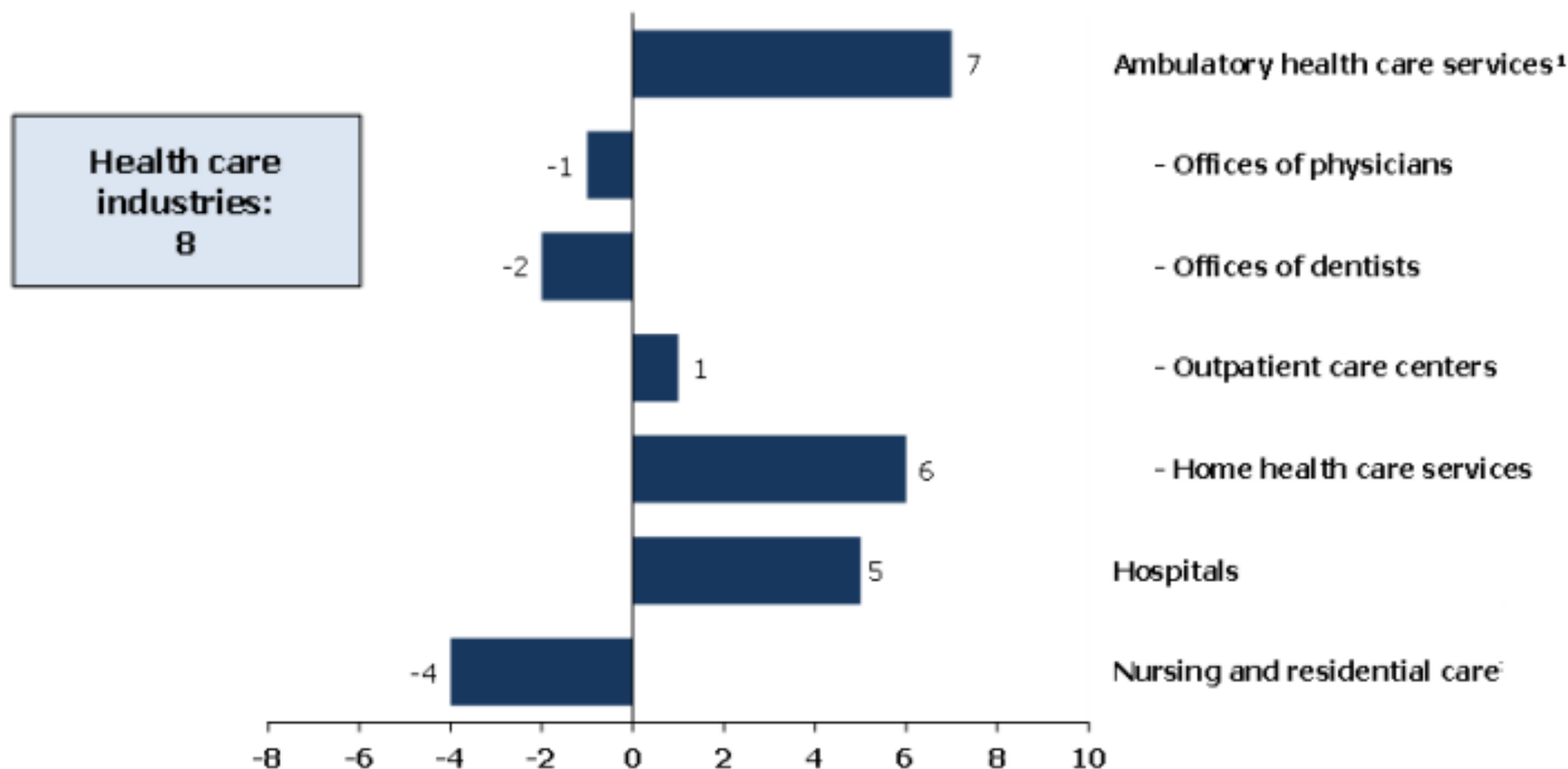


## Employment in education and health services



# A closer look at health care

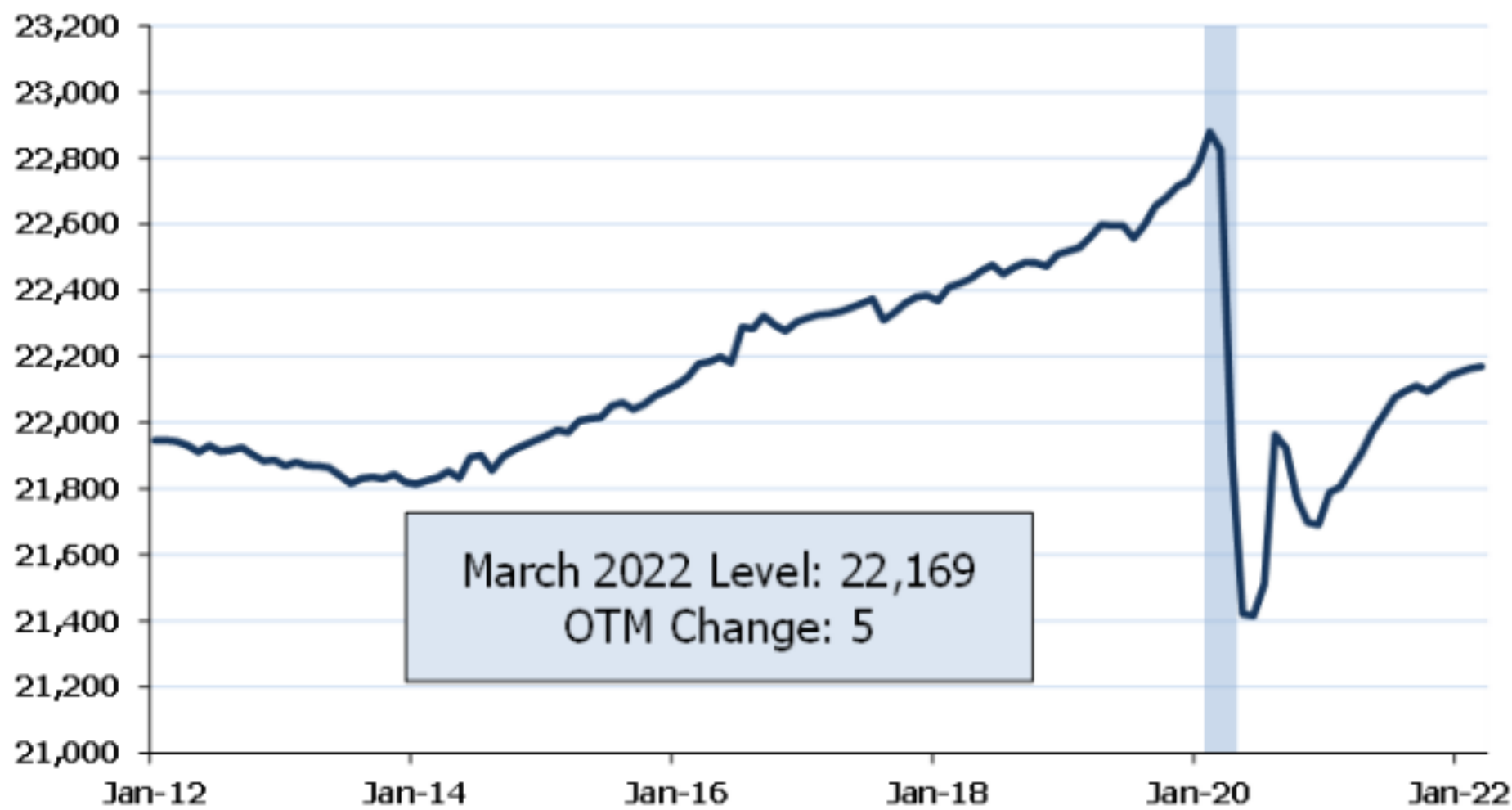
## Over-the-month employment changes in select health care industries



# Government: up 5K

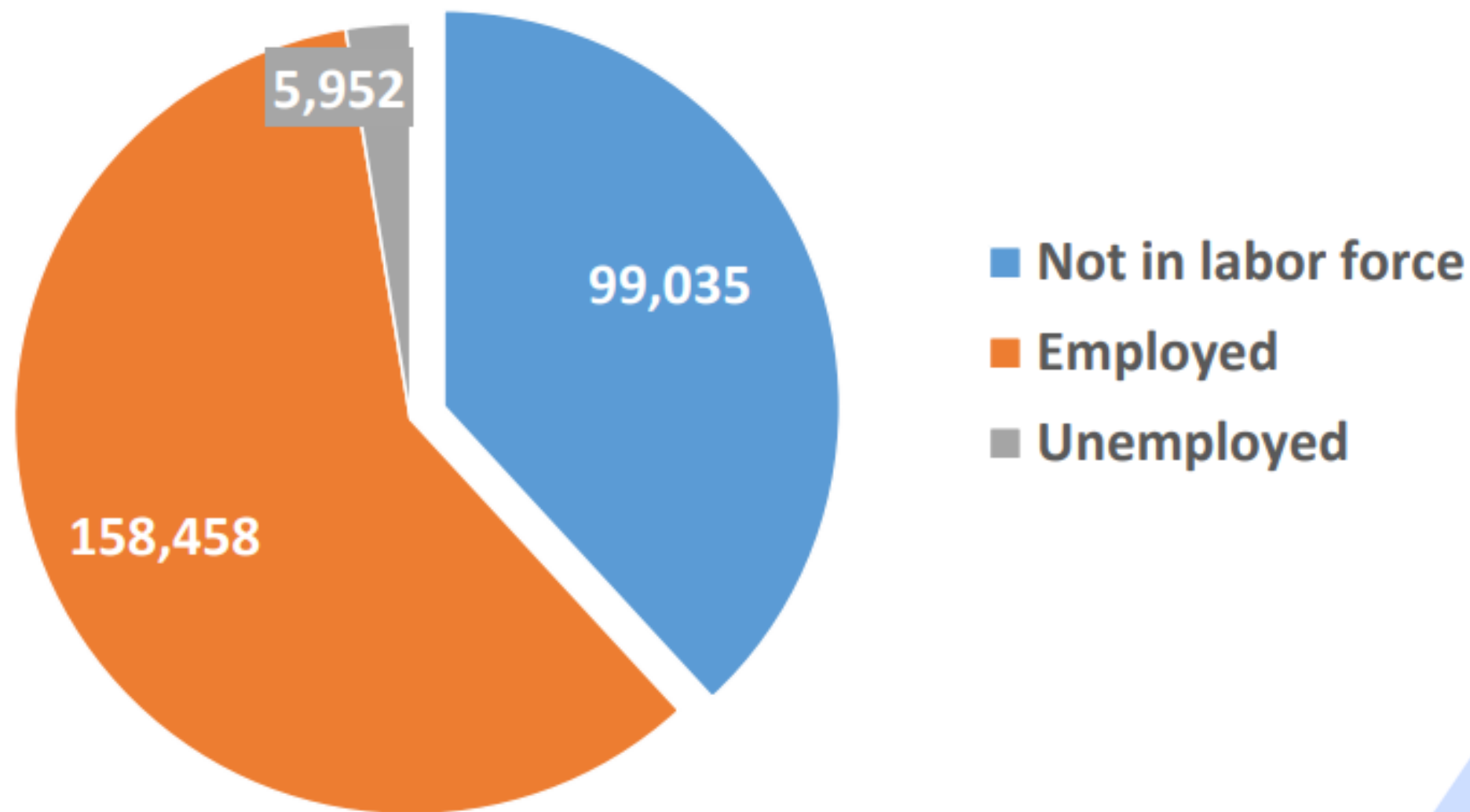


## Employment in government



# Close to 100 million not in labor force

Civilian noninstitutional population, March 2022

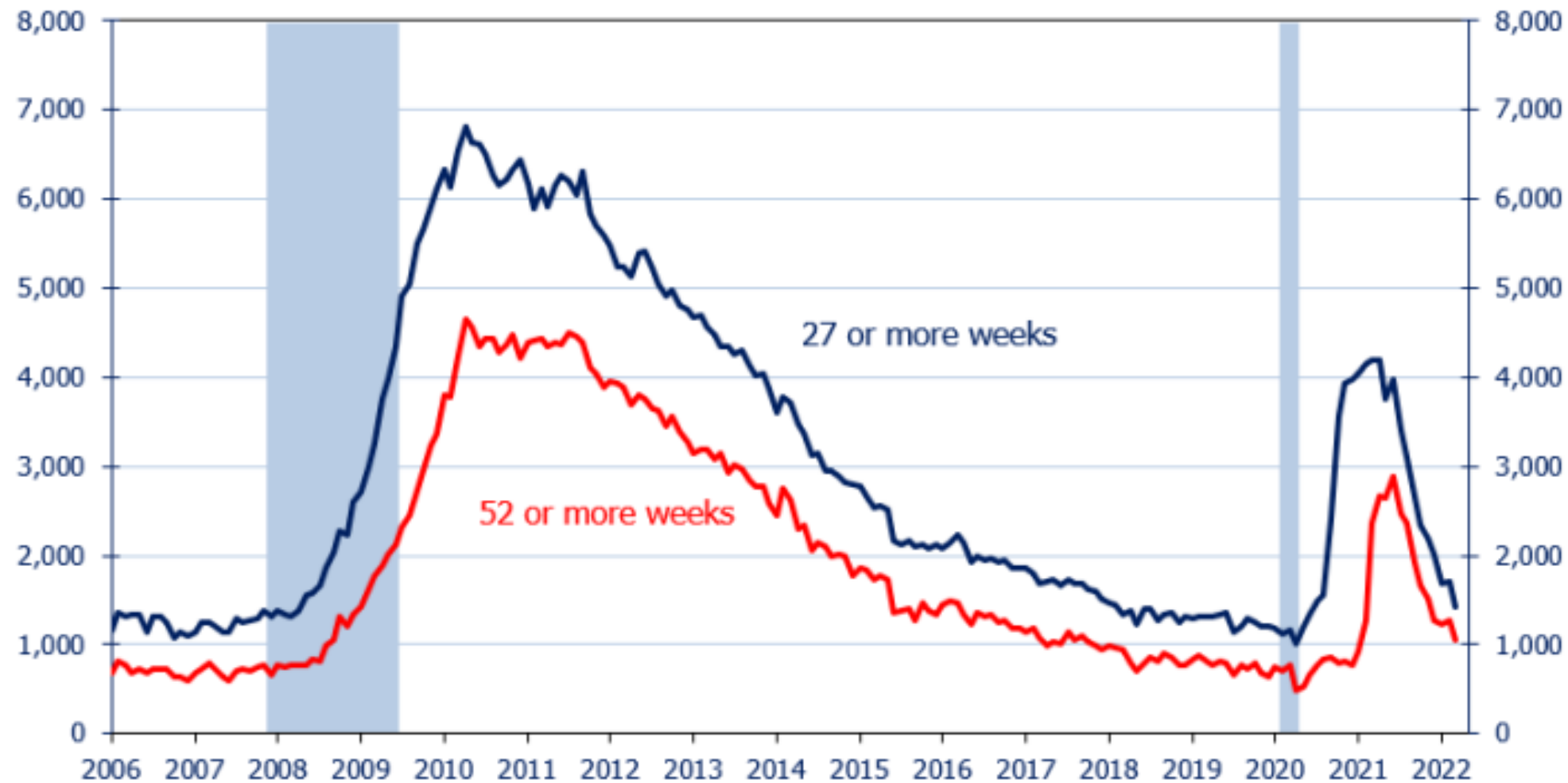


# Unemployment rate at 3.6%

Civilian unemployment rate

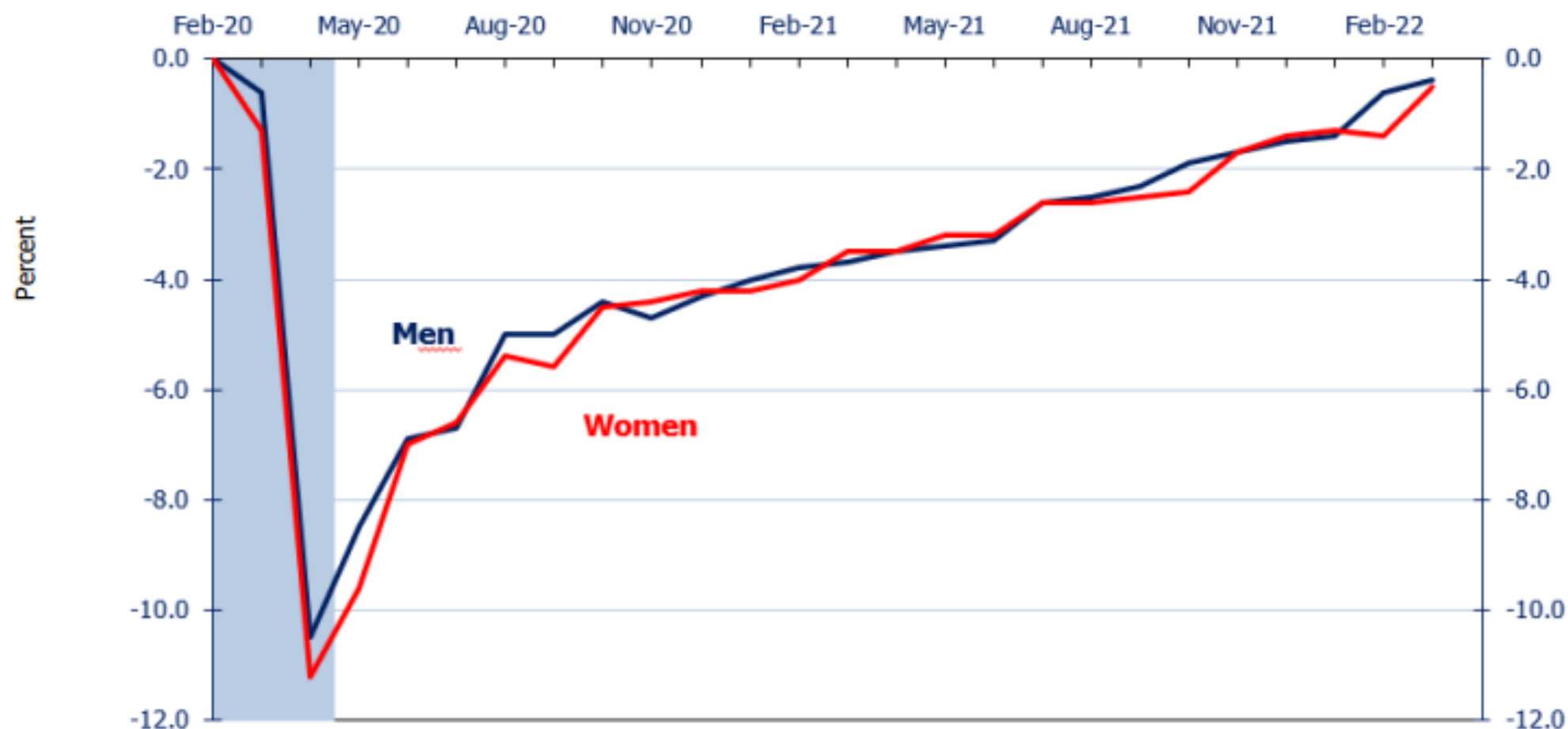


# Long-term unemployment



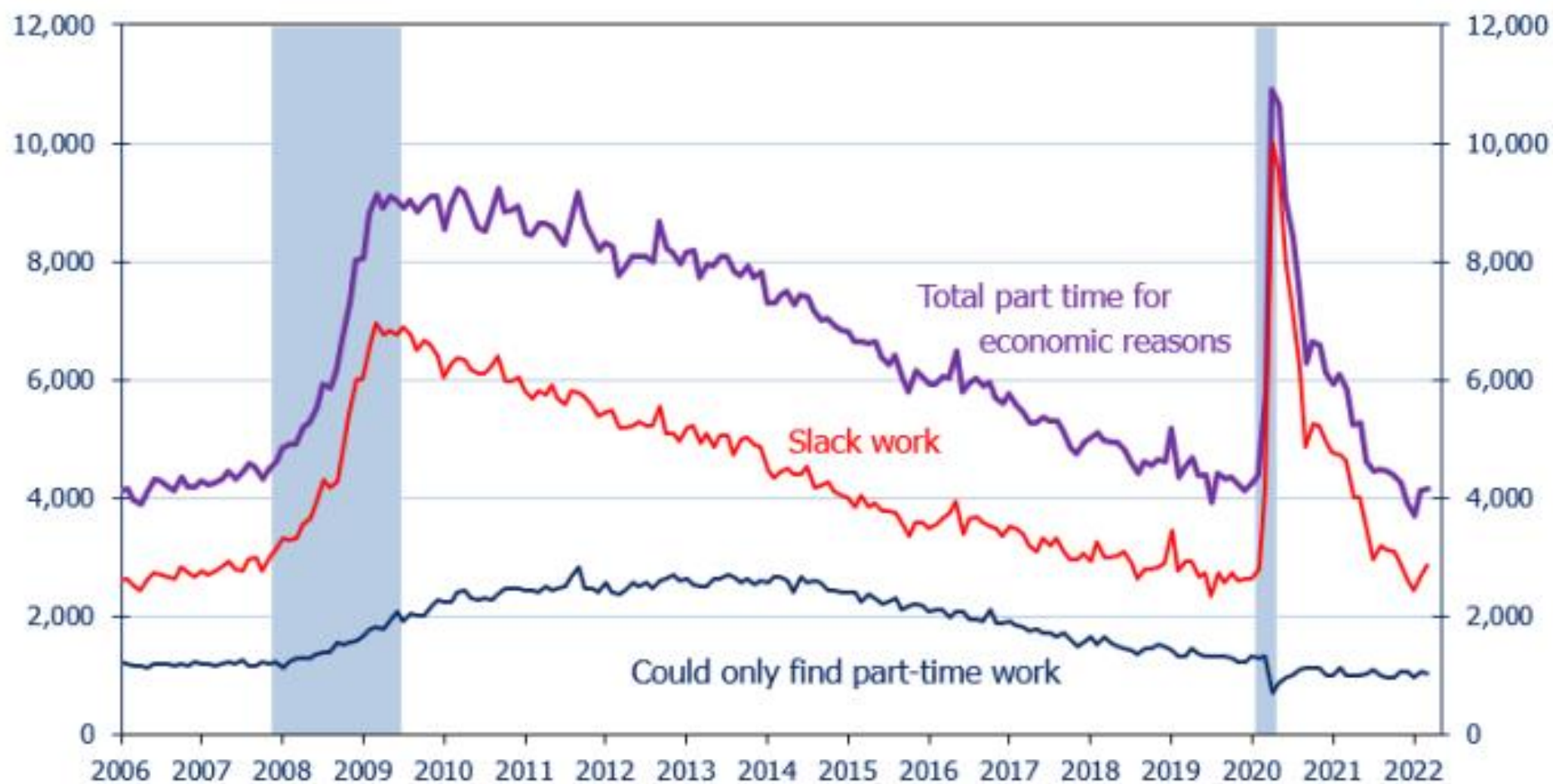
# Employment-population ratio

Employment-population ratio for prime-working-age men and women  
Percentage point change since February 2020





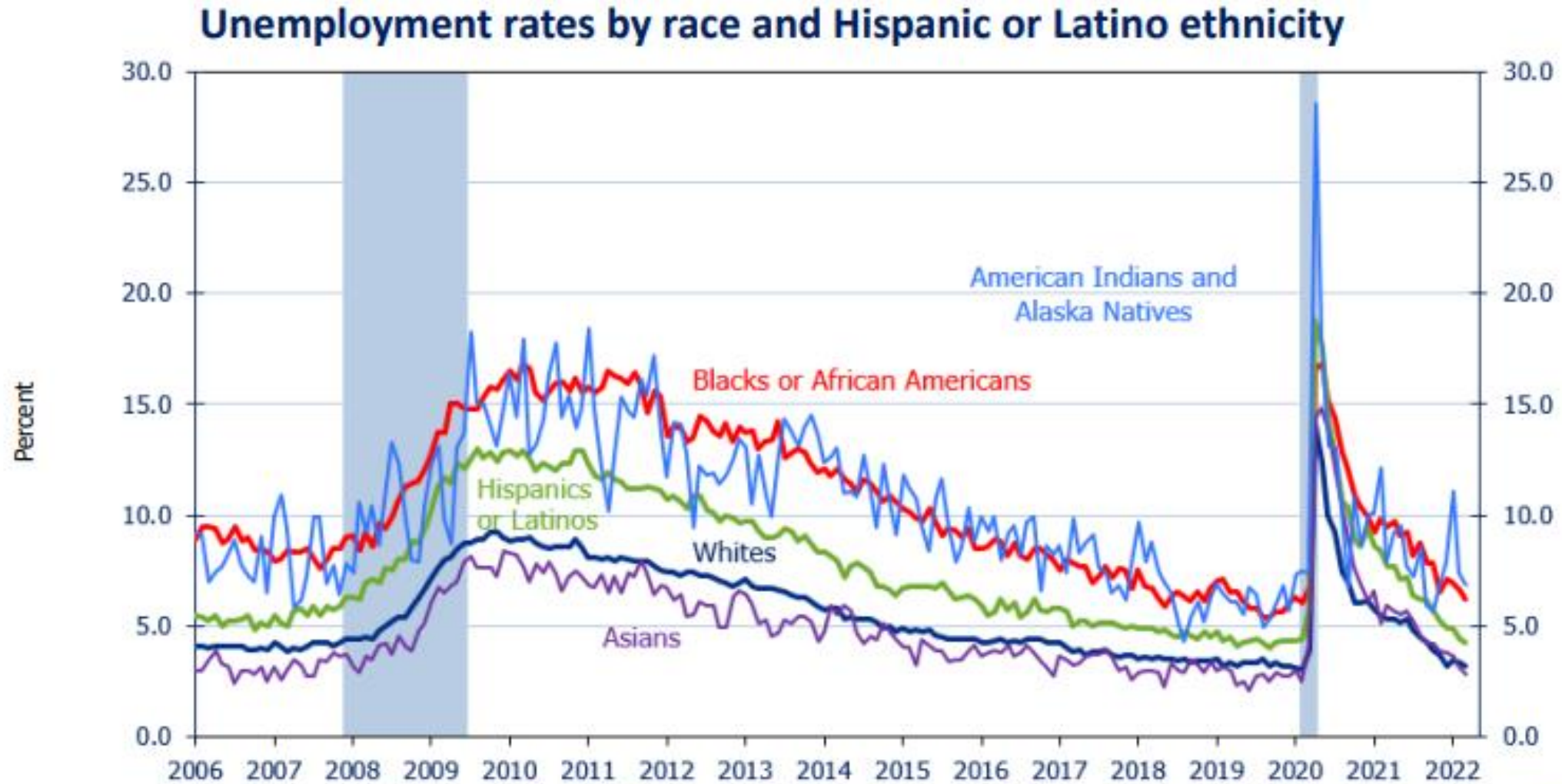
# Part-time for economic reasons



# Persons not in labor force by selected characteristics



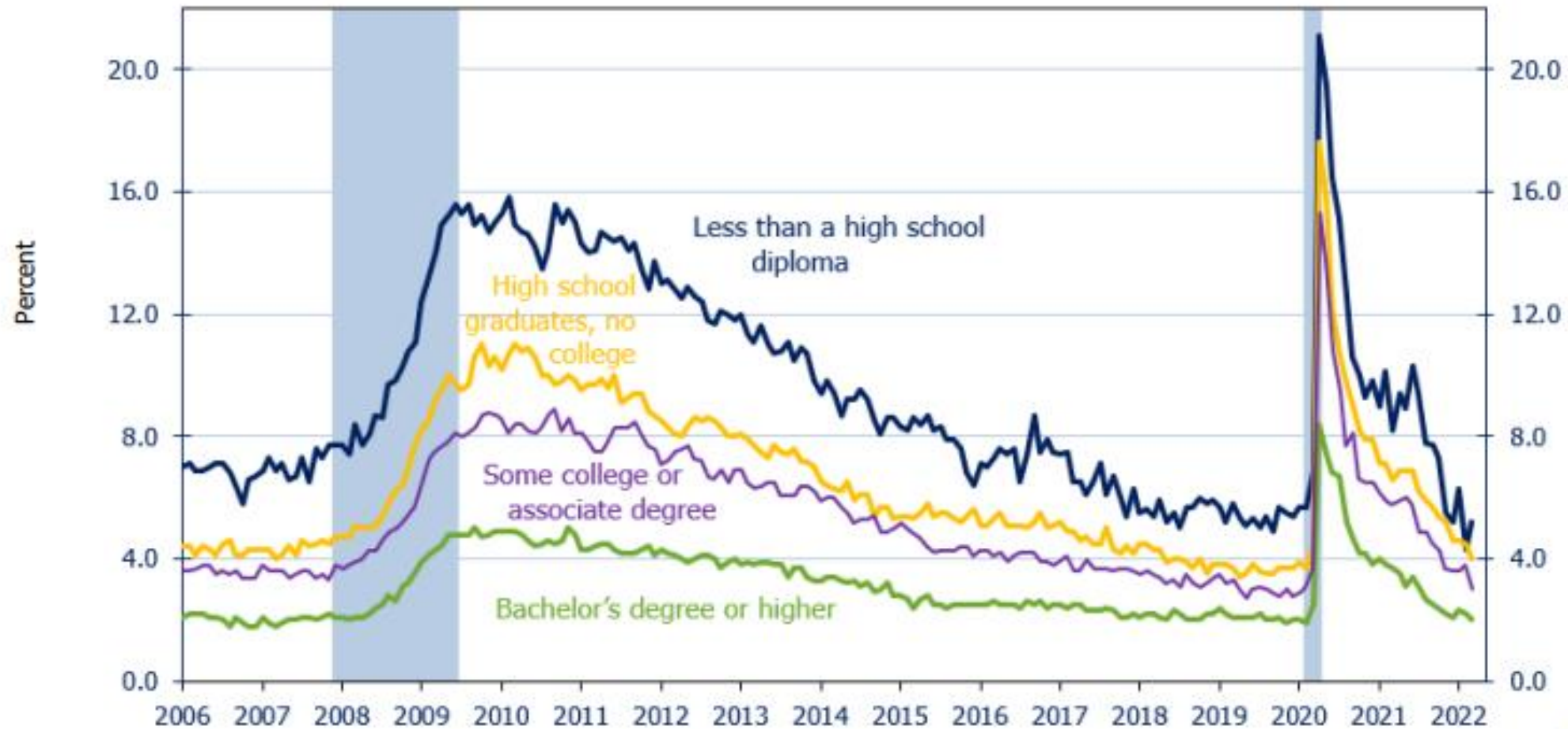
# Unemployment by race and ethnicity





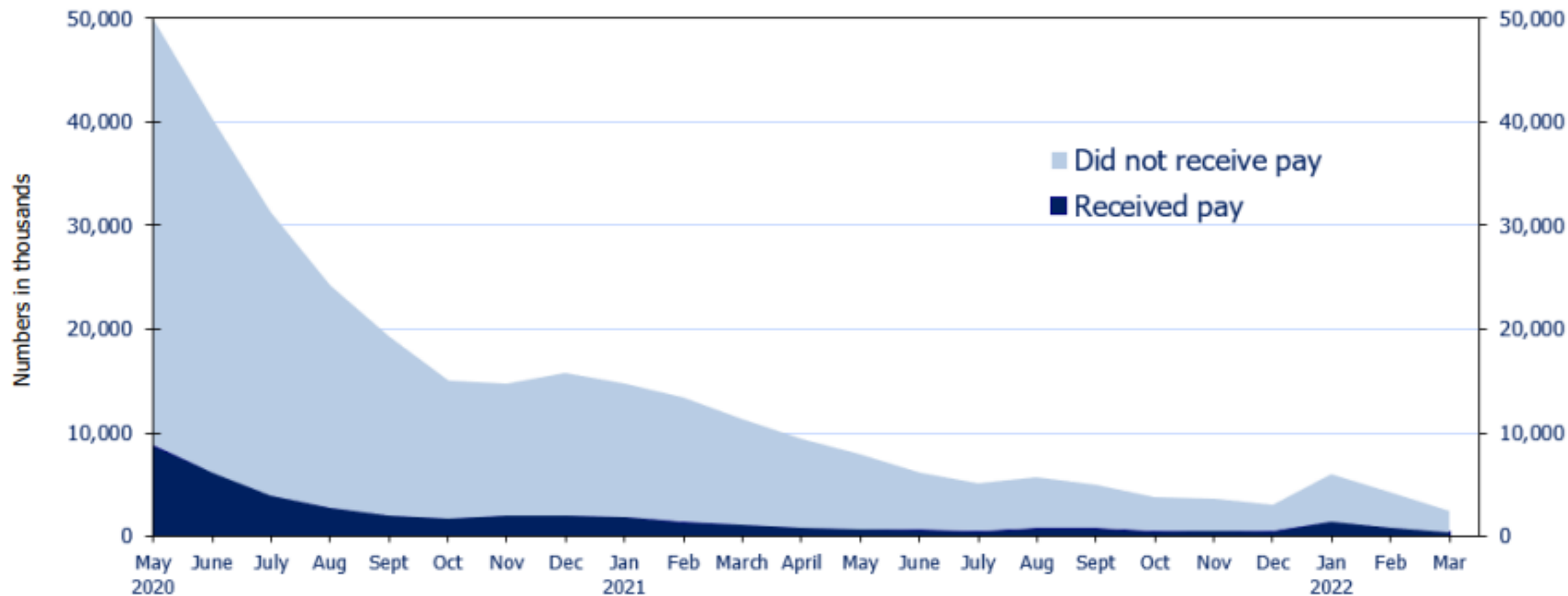
# Unemployment by educational attainment

Unemployment rates for persons 25 years and over by educational attainment



# Additional COVID-specific data

People who were unable to work or worked fewer hours because of the coronavirus pandemic



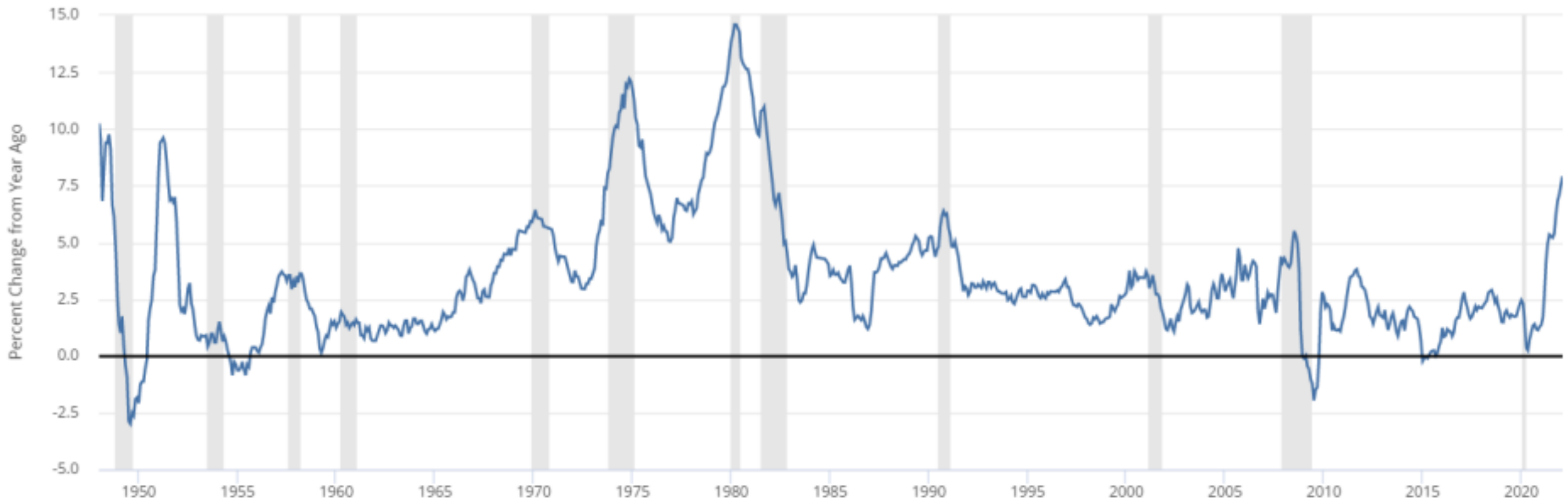
# Additional COVID-specific data

Number of people not in the labor force who did not look for work because of the coronavirus pandemic



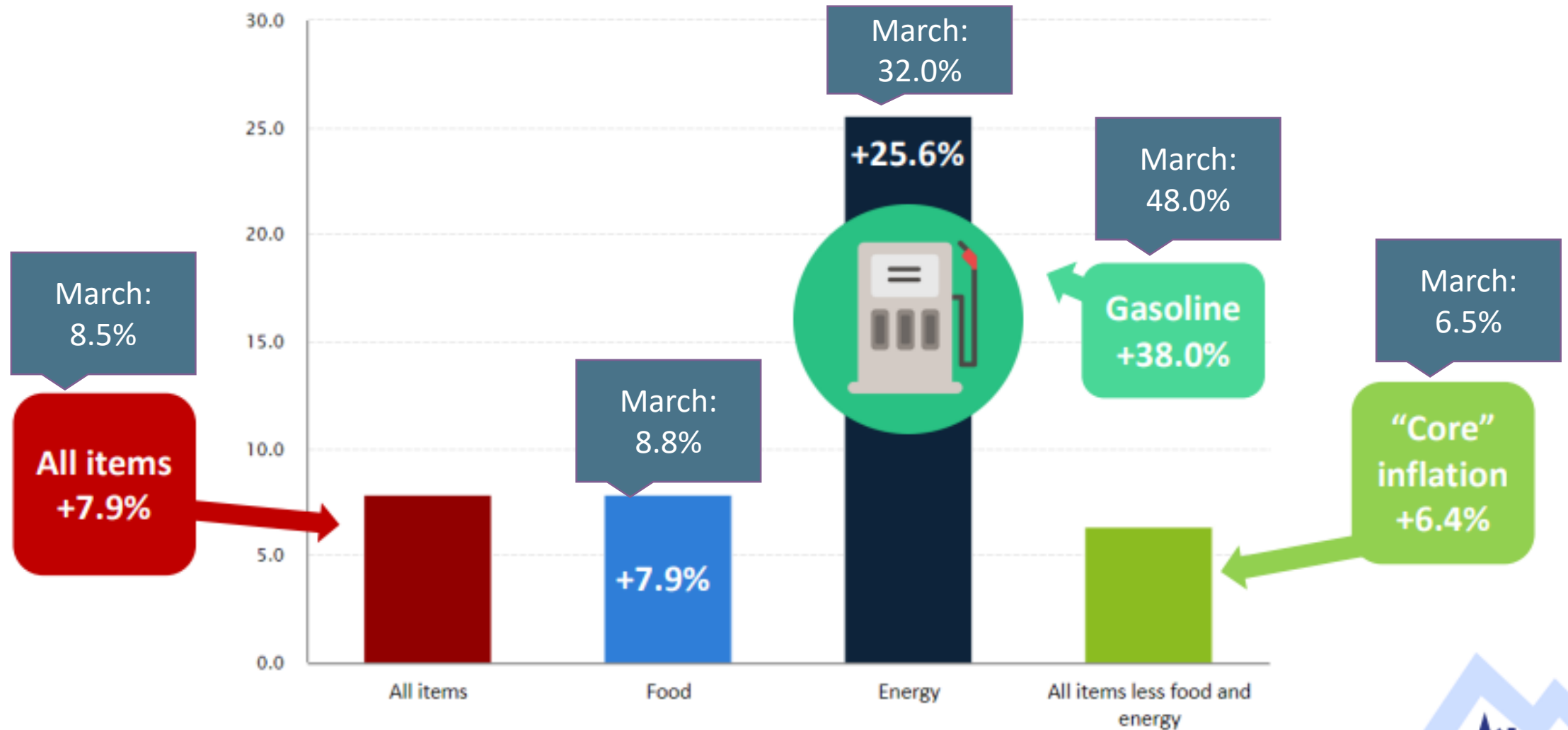
# Inflation in perspective

U.S. 12-month percent changes in the CPI, seasonally adjusted, 1948-present



# Energy costs impacting inflation

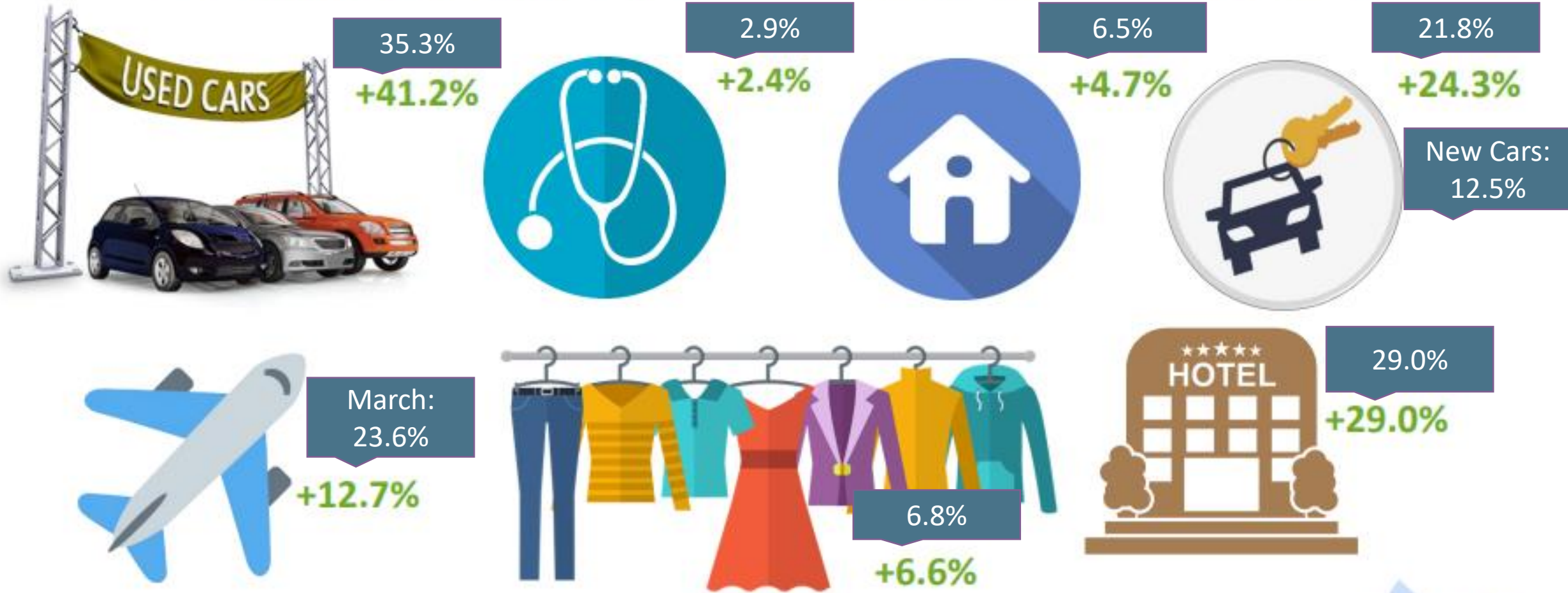
U.S. 12-month percent changes in the CPI by major categories





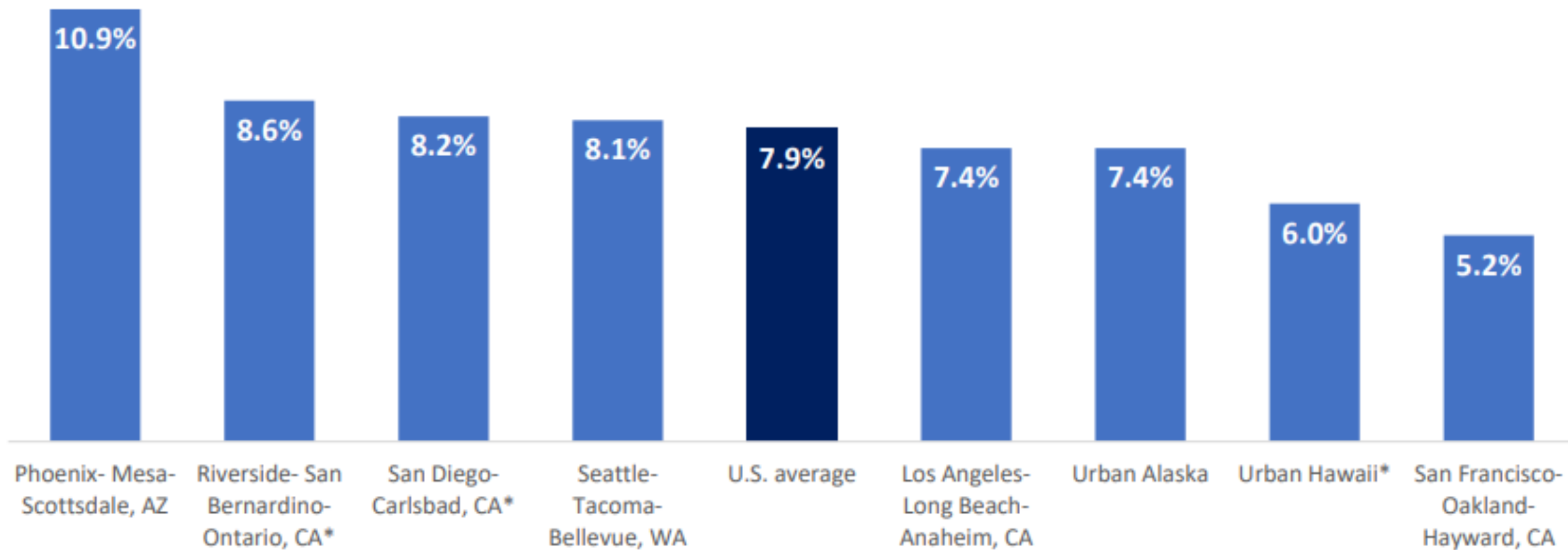
# Wide range of price changes

U.S. 12-month percent changes in selected all items less food and energy indexes



# West Region CPIs

12-month percent changes by metro area





# The Glendale Community



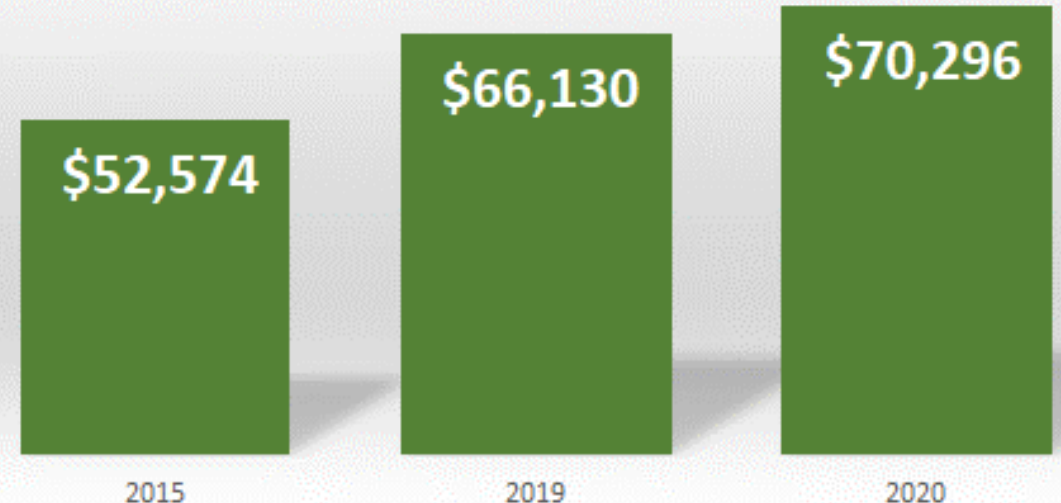
# City of Glendale Demographics

Glendale Population



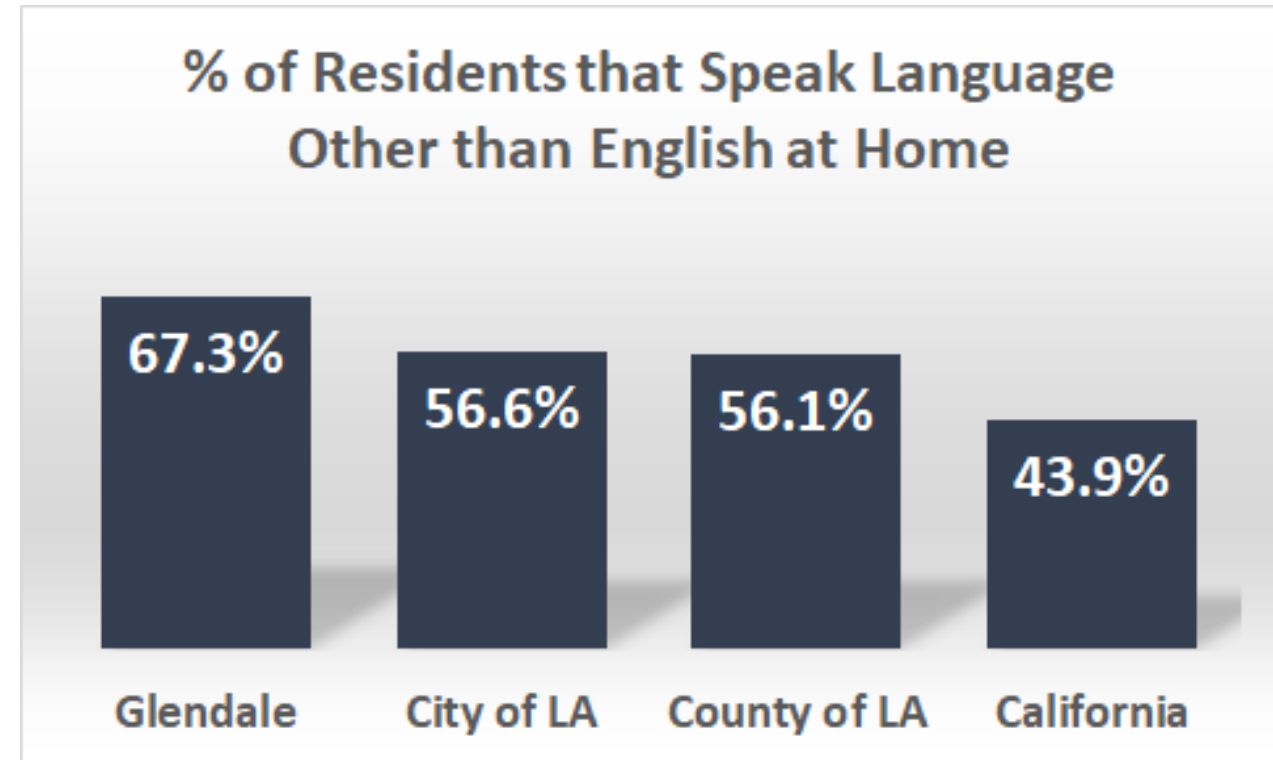
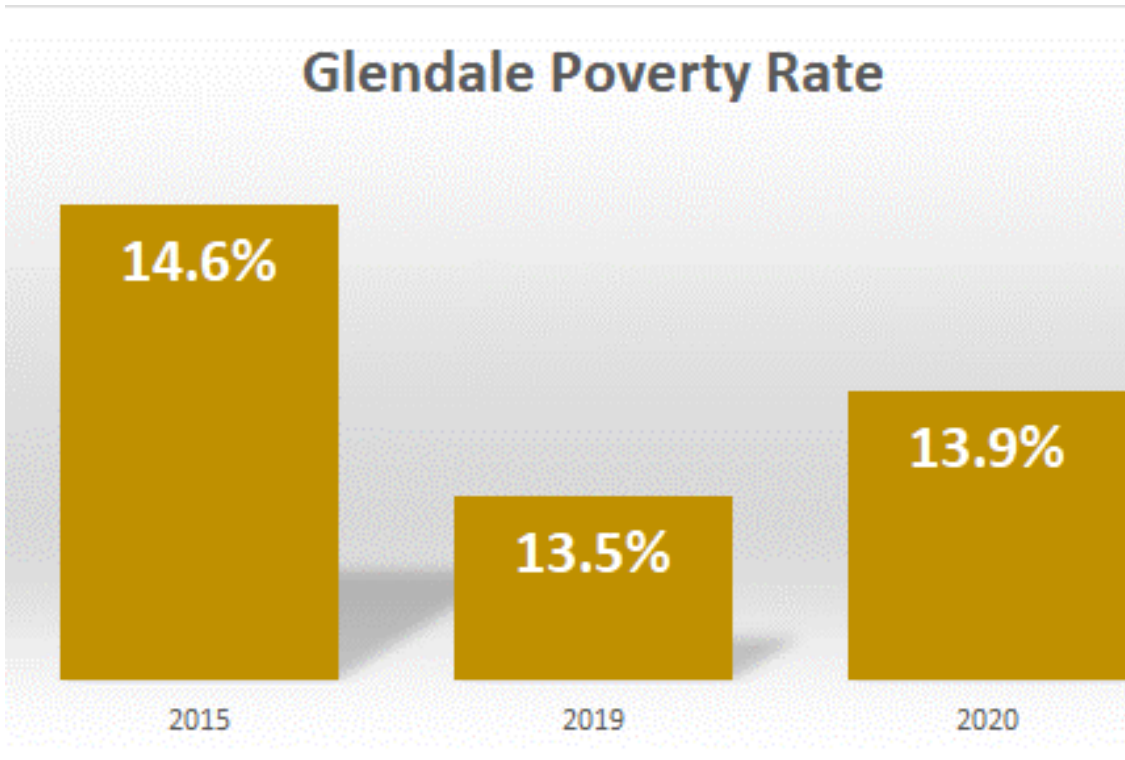
**Reduction of 4,477 residents**

Glendale Median Household Income



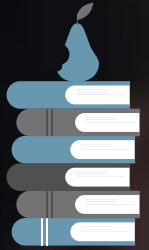
**Increase of \$17,722**

# City of Glendale Demographics



2020 American Community Survey 5-Year Estimates, US Census

# City of Glendale Demographics



**17,930 (12.0%)**

Residents 25+ Have Less than High School Diploma



**62,059 (32.08%)**

Residents speak English “Less than very well”



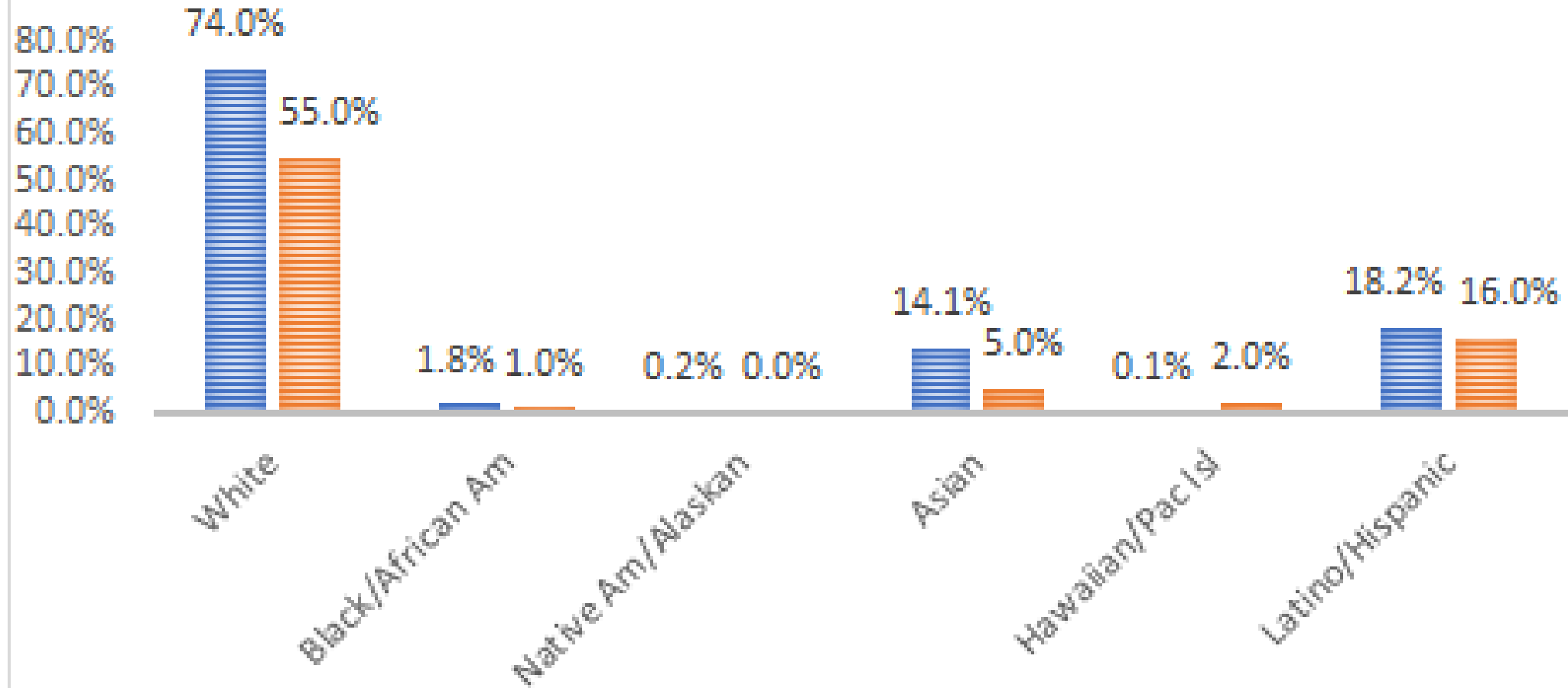
**213 (2.7%)**

Youth 16-19 are Not in School, Not Working



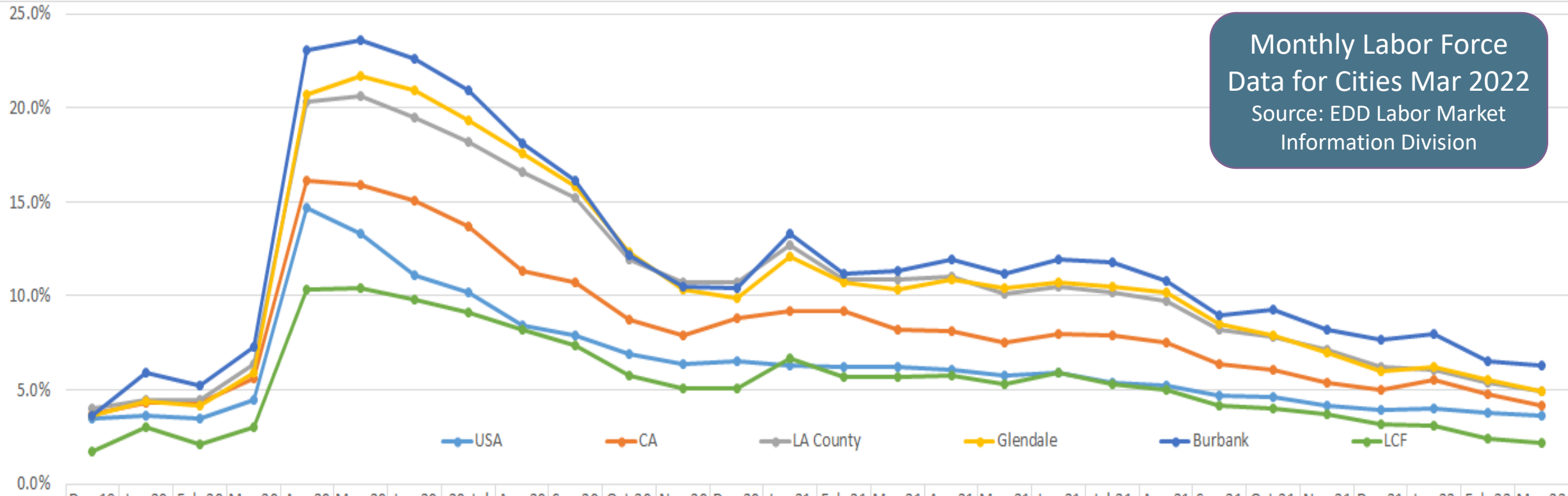
# Race/Ethnicity

■ Glendale ■ GlendaleLEARNs



# Unemployment Rates in the Verdugo Region

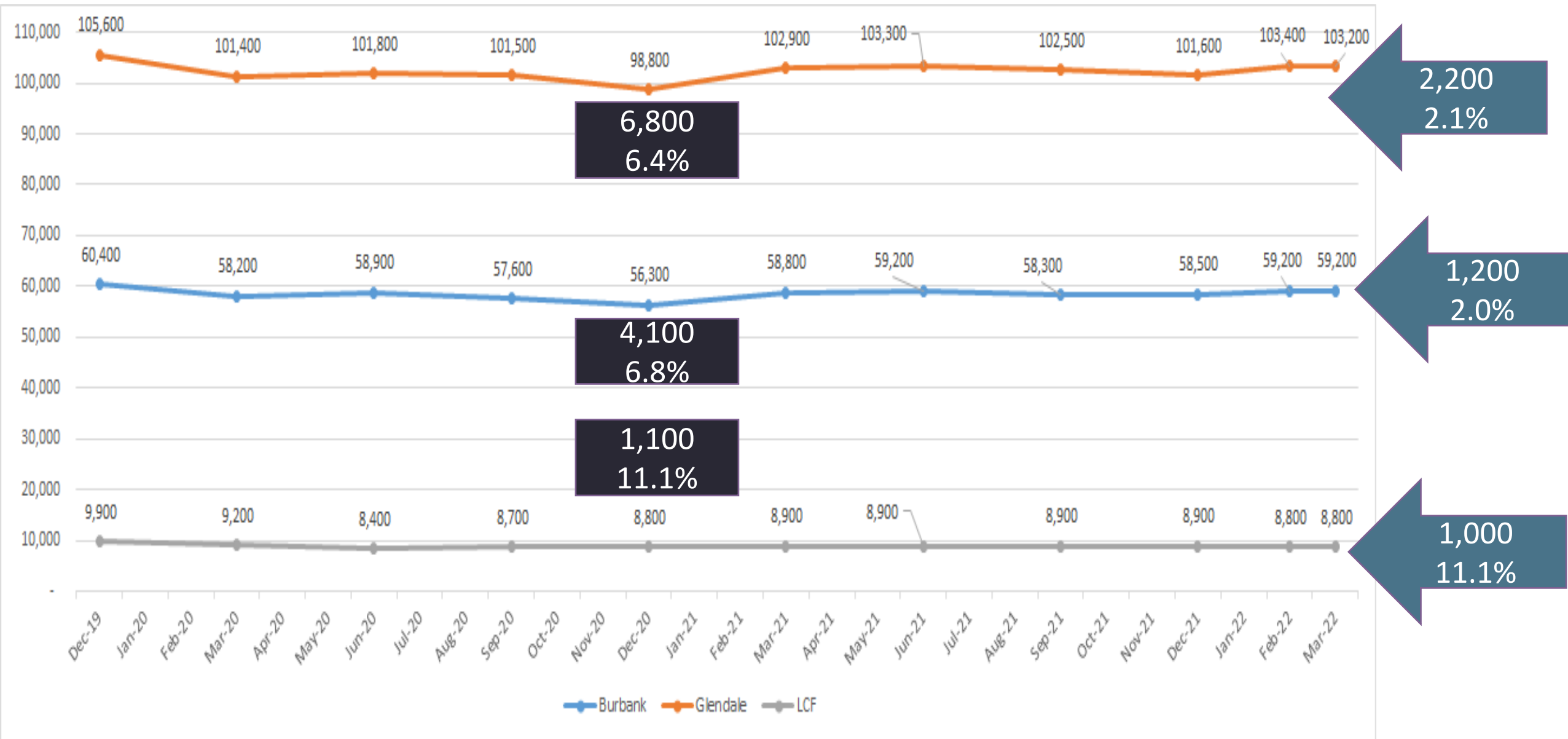
Monthly Labor Force  
Data for Cities Mar 2022  
Source: EDD Labor Market  
Information Division



	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	20-Jul	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22
USA	3.5%	3.6%	3.5%	4.5%	14.7%	13.3%	11.1%	10.2%	8.4%	7.9%	6.9%	6.4%	6.5%	6.3%	6.2%	6.2%	6.1%	5.8%	5.9%	5.4%	5.2%	4.7%	4.6%	4.2%	3.9%	4.0%	3.8%	3.6%
CA	3.7%	4.3%	4.3%	5.6%	16.1%	15.9%	15.1%	13.7%	11.3%	10.7%	8.7%	7.9%	8.8%	9.2%	9.2%	8.2%	8.1%	7.5%	8.0%	7.9%	7.5%	6.4%	6.1%	5.4%	5.0%	5.5%	4.8%	4.2%
LA County	4.0%	4.5%	4.5%	6.4%	20.3%	20.6%	19.5%	18.2%	16.6%	15.2%	11.9%	10.7%	10.7%	12.7%	10.9%	10.9%	11.0%	10.1%	10.5%	10.2%	9.7%	8.2%	7.8%	7.1%	6.2%	6.1%	5.4%	4.9%
Glendale	3.6%	4.4%	4.2%	5.9%	20.7%	21.7%	20.9%	19.3%	17.6%	15.8%	12.3%	10.3%	9.9%	12.1%	10.7%	10.3%	10.9%	10.4%	10.7%	10.5%	10.2%	8.5%	7.9%	7.0%	6.0%	6.2%	5.5%	4.9%
Burbank	3.6%	5.9%	5.2%	7.3%	23.1%	23.6%	22.6%	20.9%	18.1%	16.1%	12.2%	10.5%	10.4%	13.3%	11.2%	11.3%	11.9%	11.2%	11.9%	11.8%	10.8%	9.0%	9.3%	8.2%	7.7%	8.0%	6.5%	6.3%
LCF	1.7%	3.0%	2.1%	3.0%	10.3%	10.4%	9.8%	9.1%	8.2%	7.4%	5.8%	5.1%	5.1%	6.7%	5.7%	5.7%	5.8%	5.3%	5.9%	5.3%	5.0%	4.2%	4.0%	3.7%	3.2%	3.1%	2.4%	2.2%

# Verdugo Labor Force Trend

36





# Verdugo Jobs Center Rapid Response

- Glendale Businesses Laying Off: 4
- Burbank Businesses Laying Off: 1
- La Cañada Flintridge: 0
- Total: 5

Total Affected Workers:

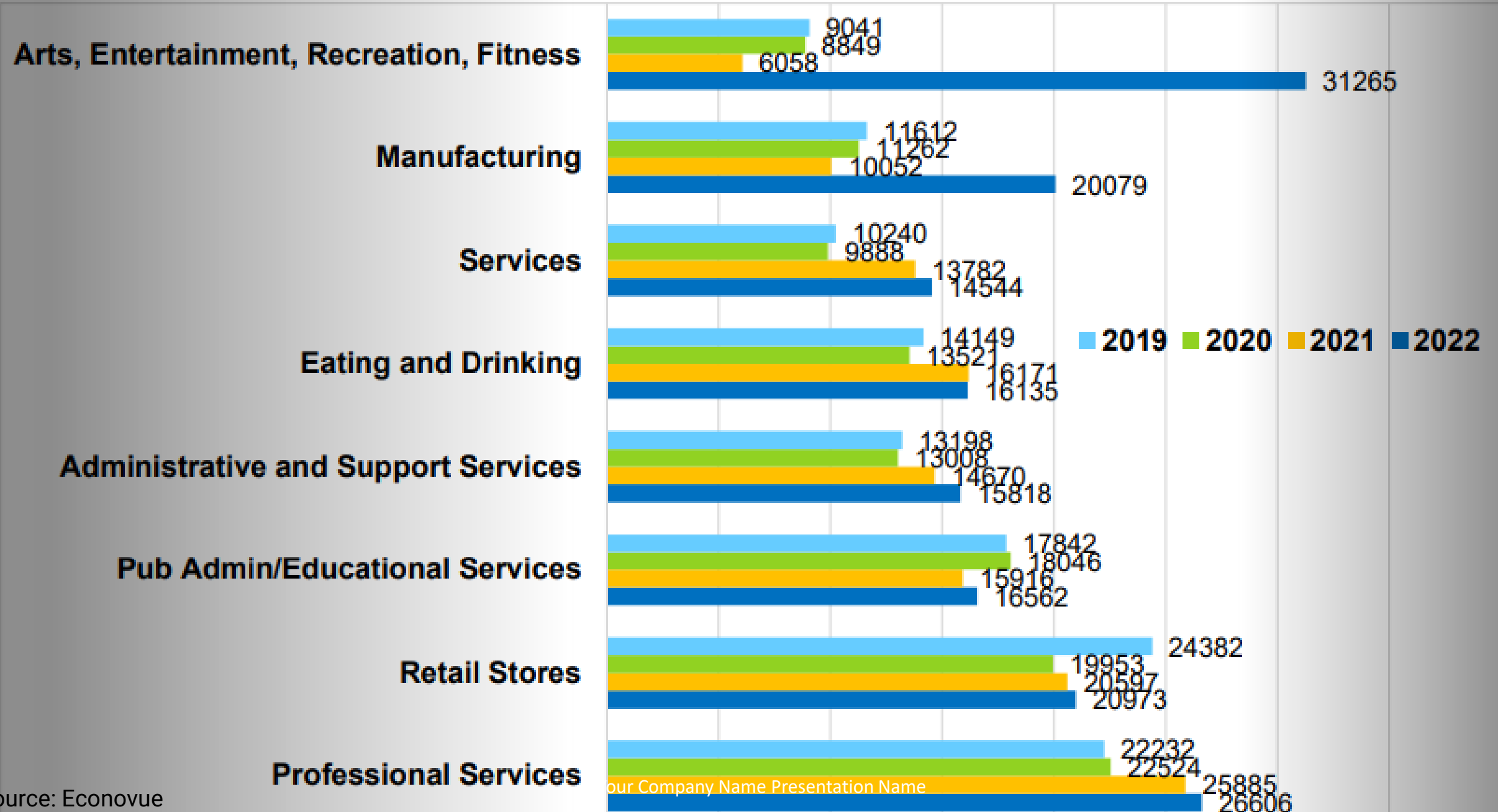
Glendale: 5,040

Burbank: 3,576

Total: 8,834

## Current Layoffs

# TOP 10 INDUSTRY SECTORS FOR EMPLOYMENT - VERDUGO CONSORTIUM



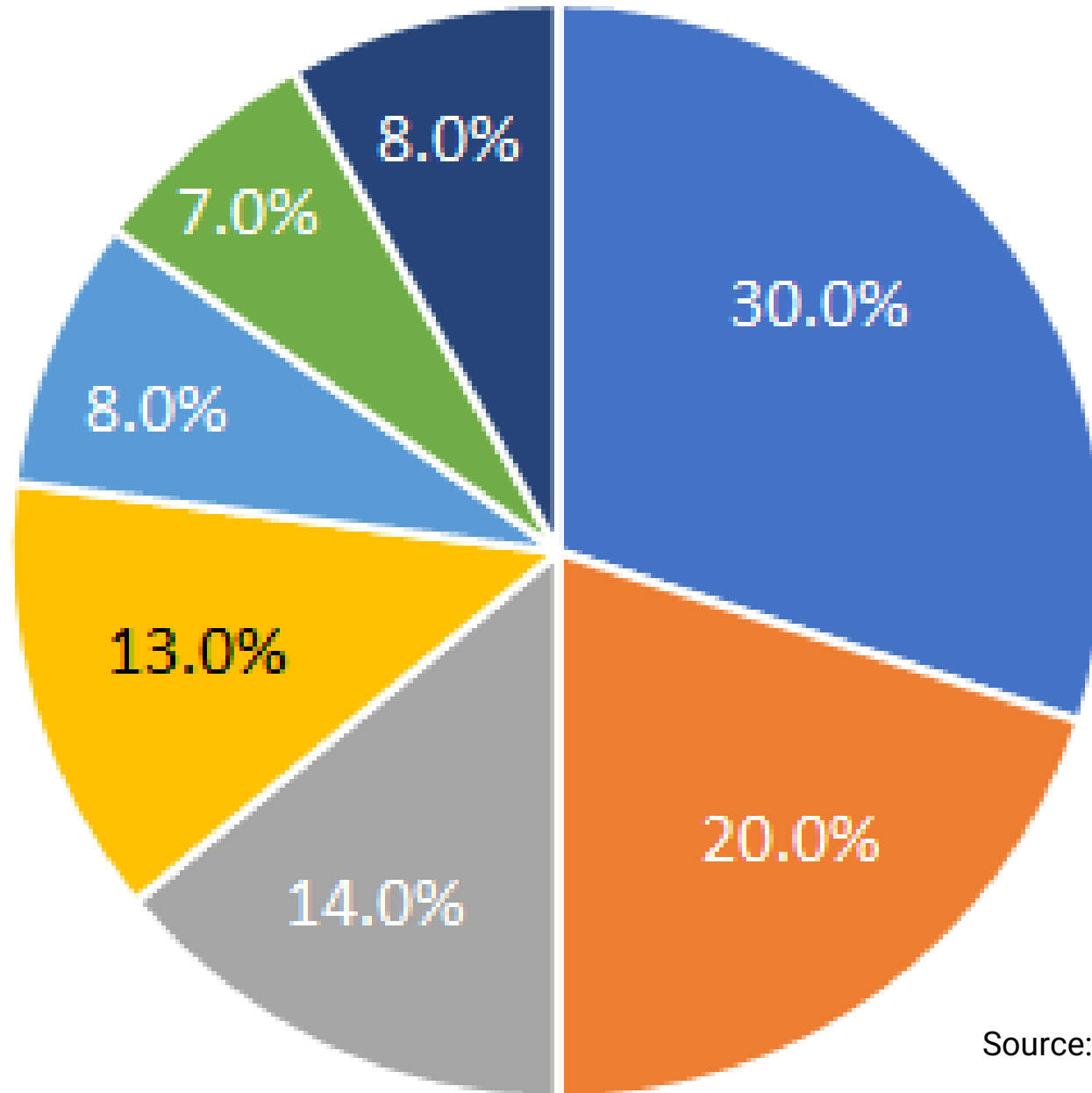
## TOP OCCUPATIONS IN JOB ADS – VERDUGO AREA

OCCUPATION	# OF JOB ADS
1. Retail Salespersons	451
2. Registered Nurses	411
3. Managers, All Other	386
4. Computer Occupations, All Other	304
5. Software Developers, Applications	282
6. Sales Representatives, Wholesale and Manufacturing	275
7. Customer Service Representatives	256
8. Marketing Managers	219
9. First-Line Supervisors of Retail Sales Workers	216
10. General and Operations Managers	216



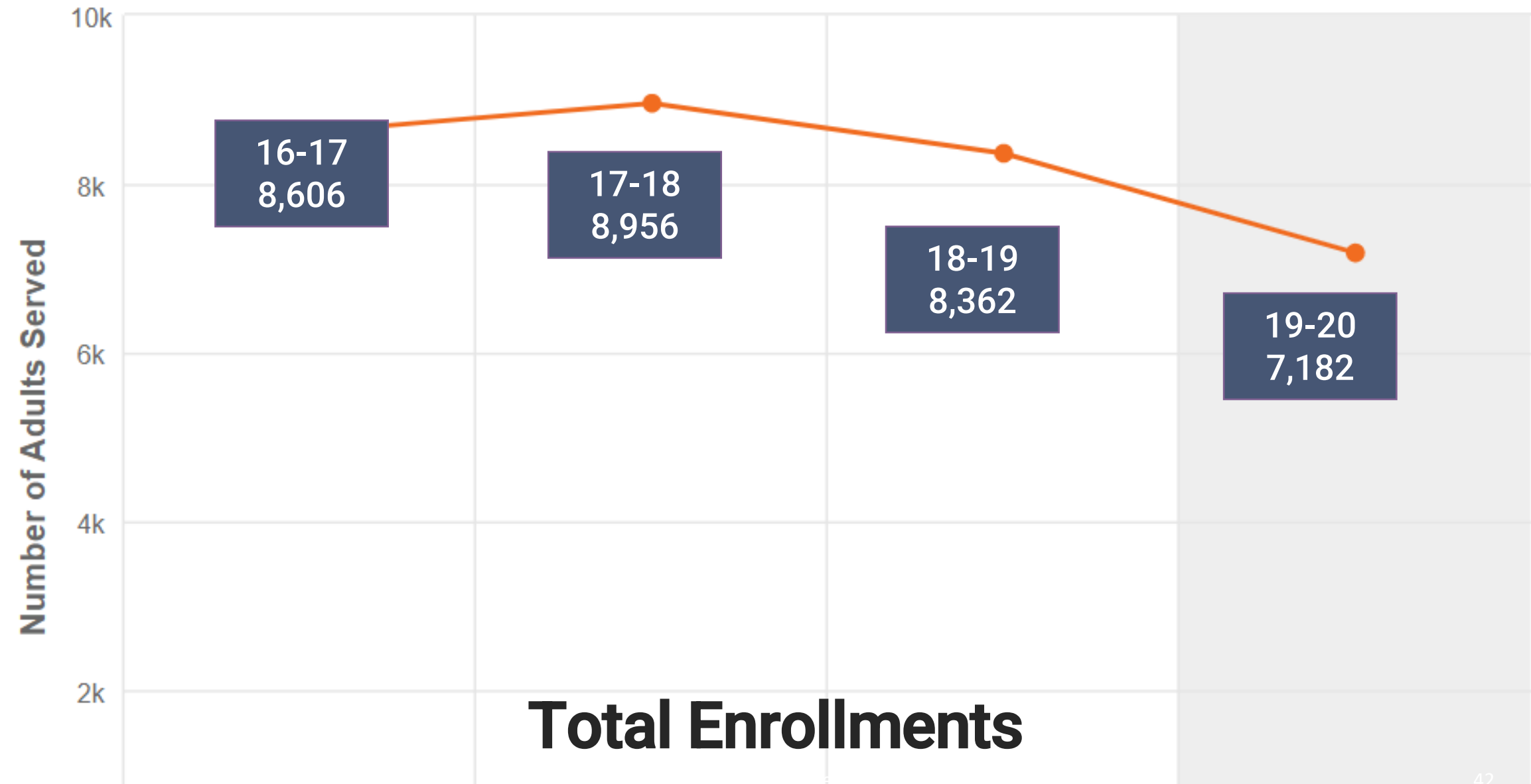


# **The GlendaleLEARNS Community**

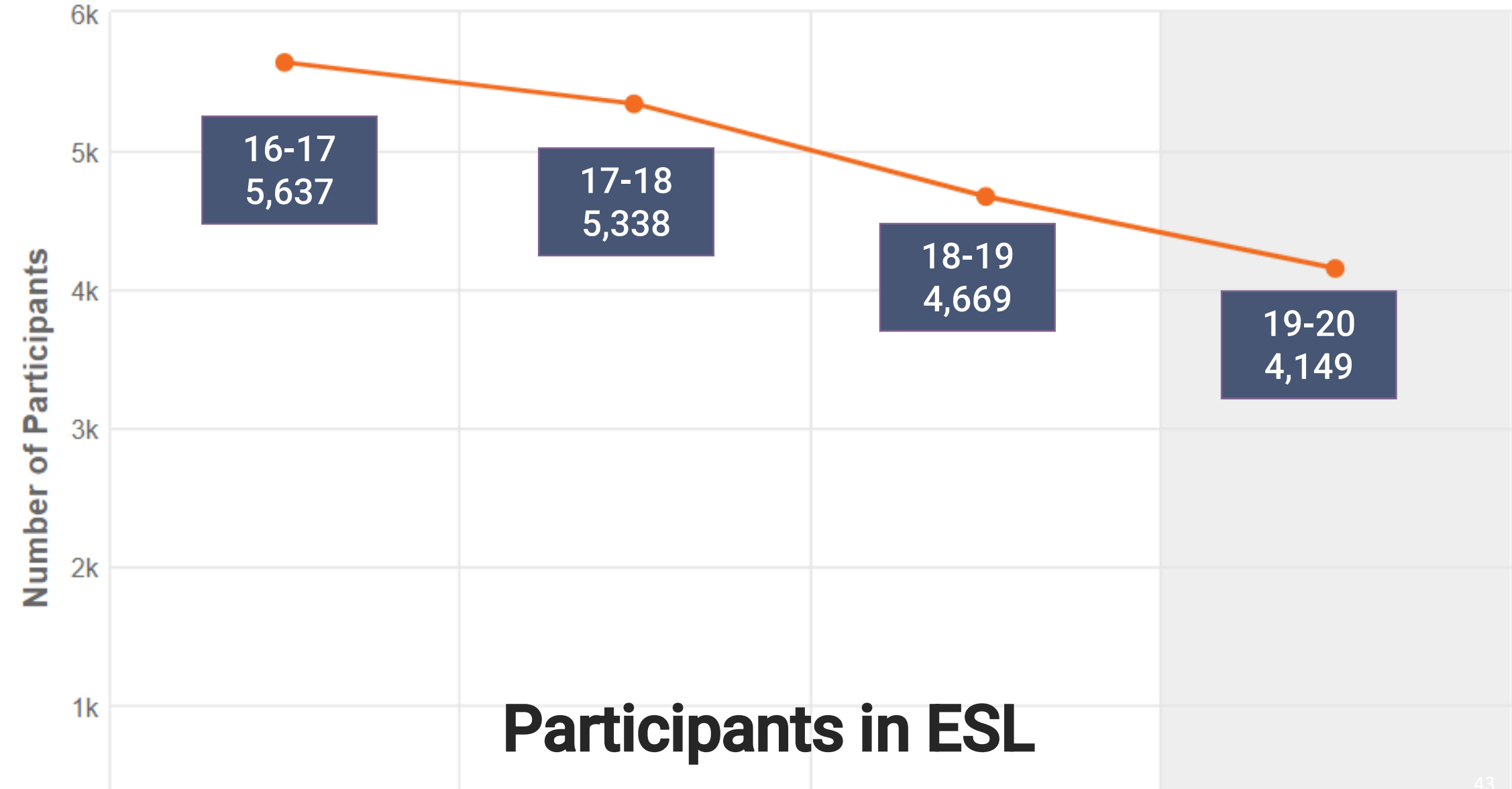


Source: Launchboard 2019-2020

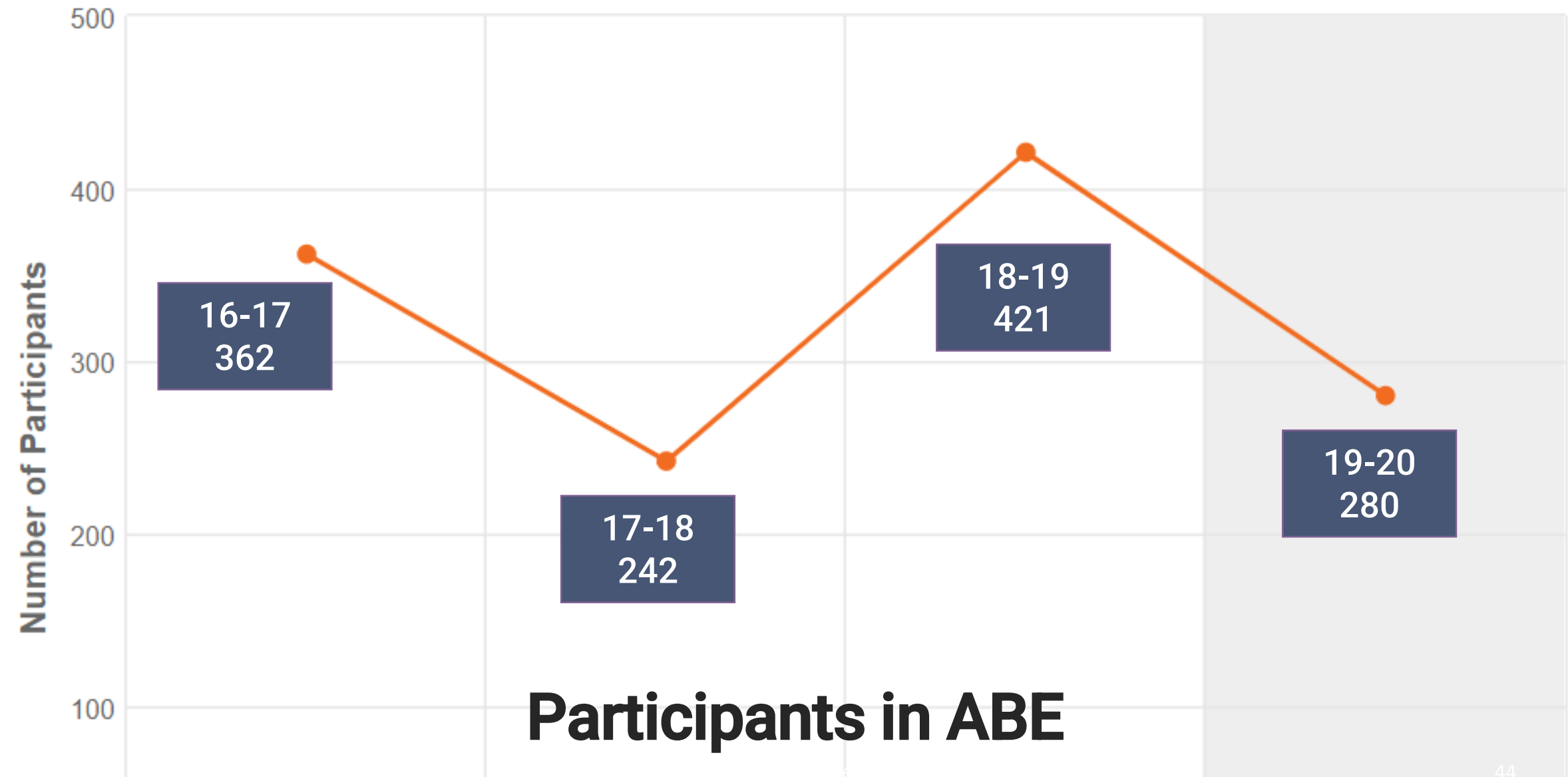
● Glendale Community College District Regional Consortium, 2019-2020



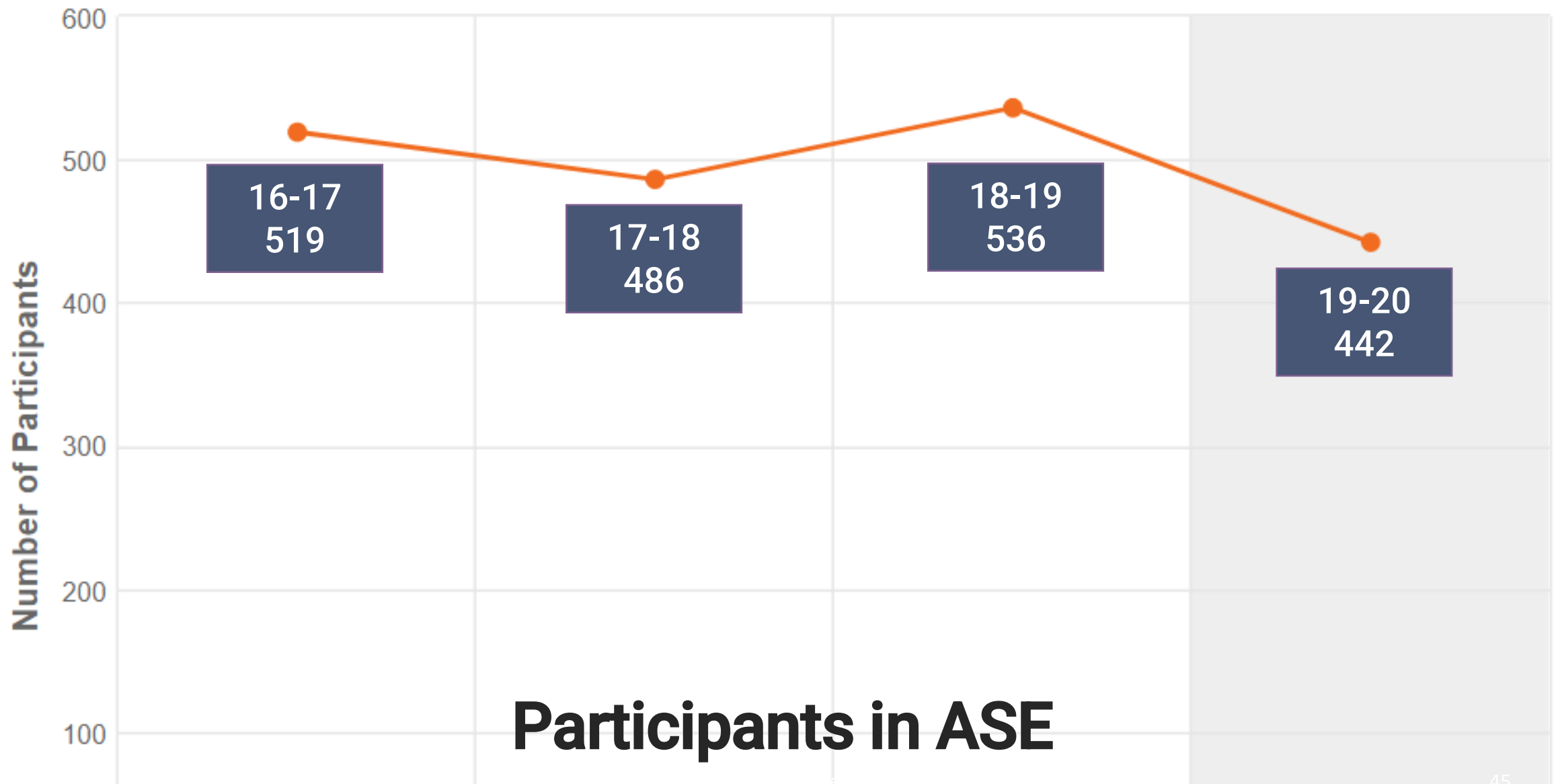
● Glendale Community College District Regional Consortium, 2019-2020



● Glendale Community College District Regional Consortium, 2019-2020

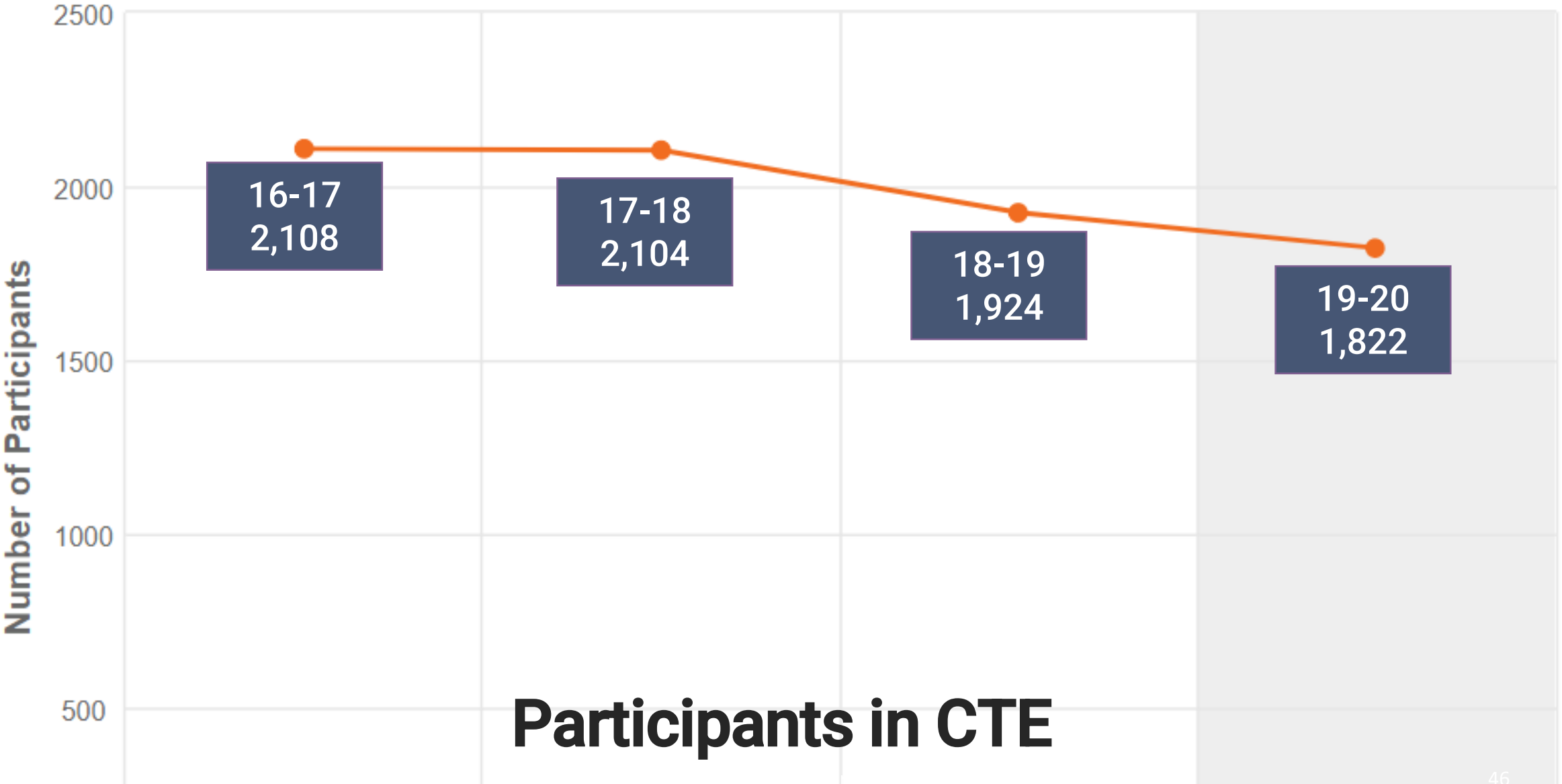


● Glendale Community College District Regional Consortium, 2019-2020

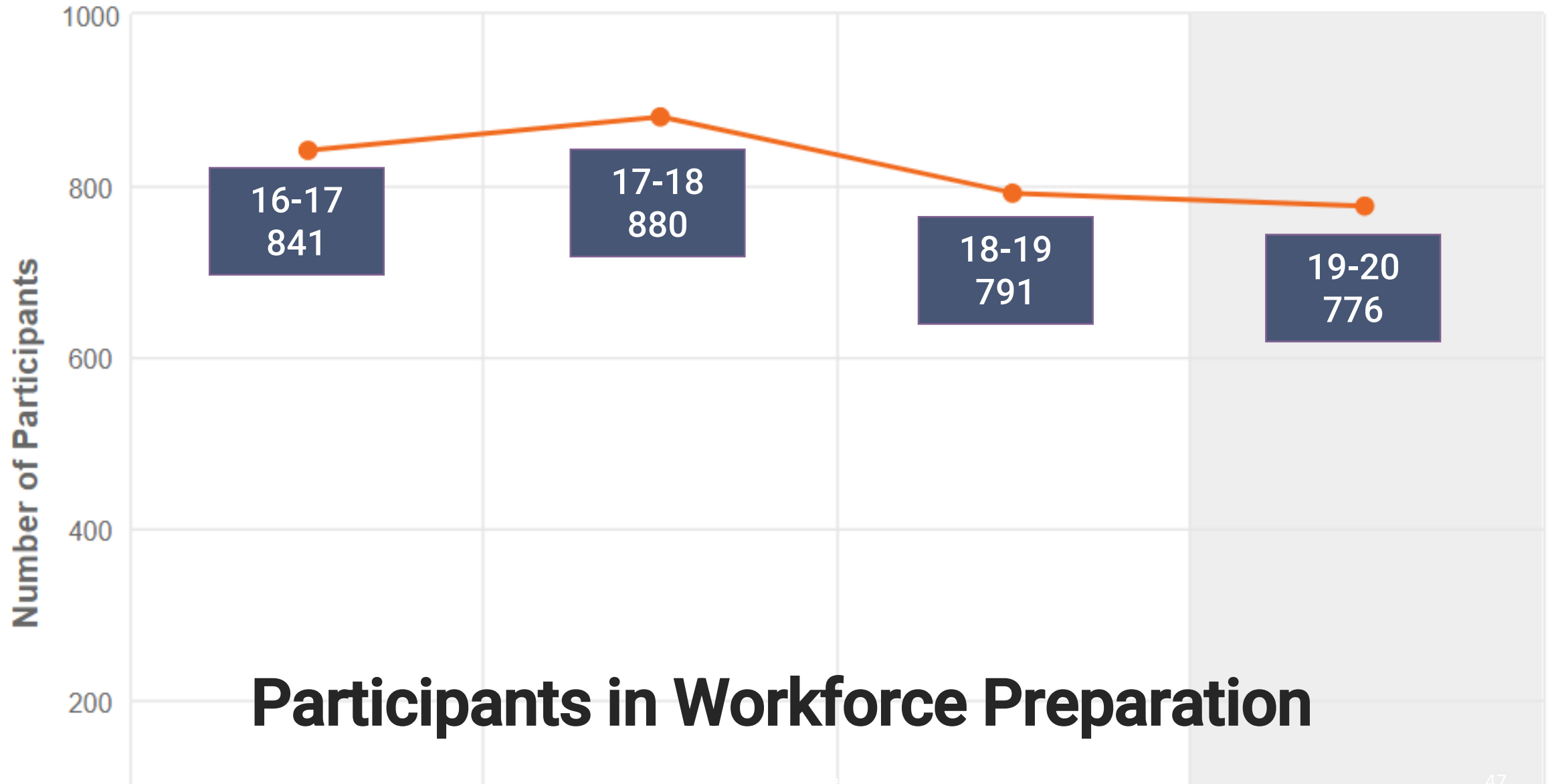




● Glendale Community College District Regional Consortium, 2019-2020

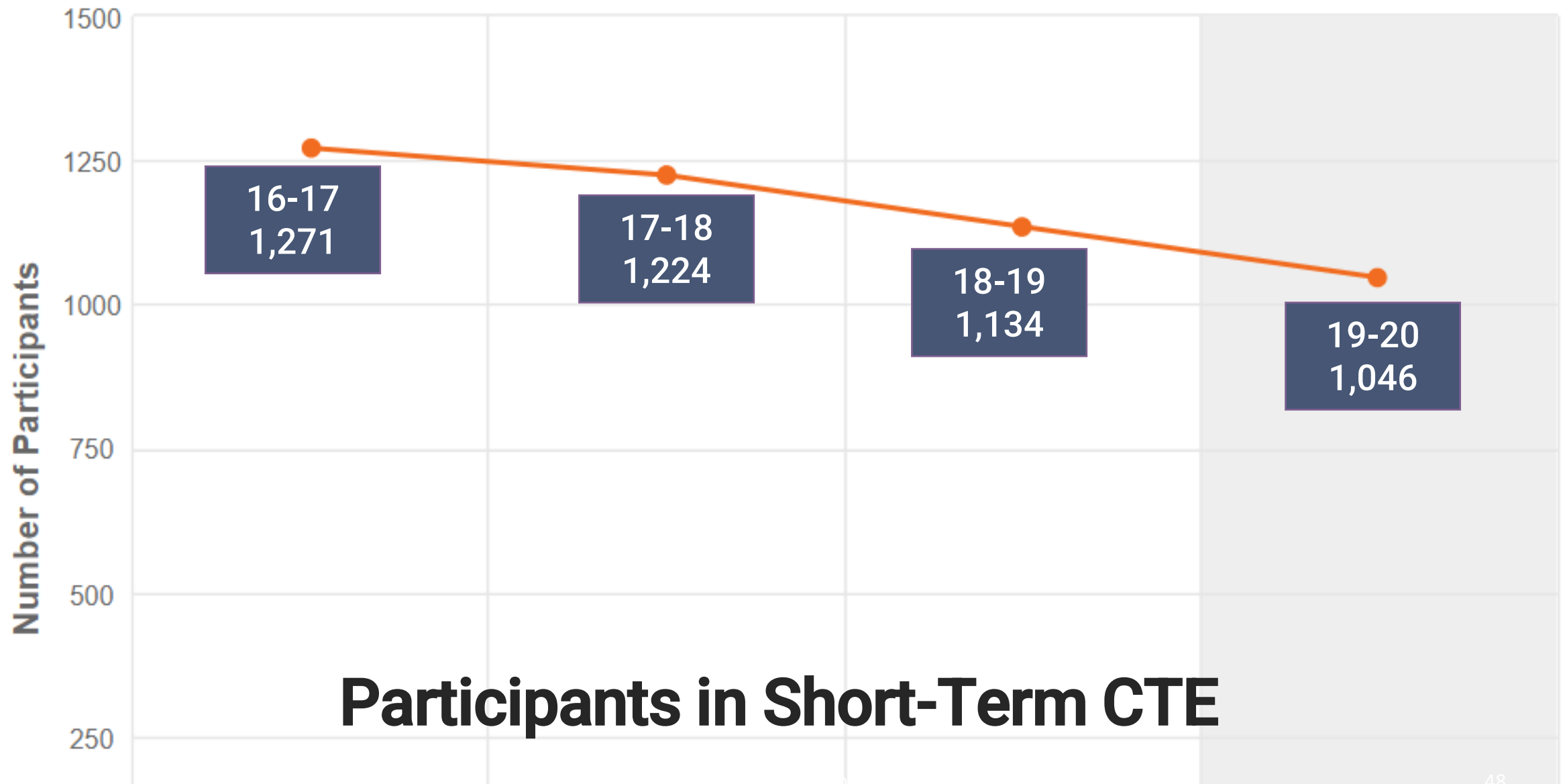


● Glendale Community College District Regional Consortium, 2019-2020

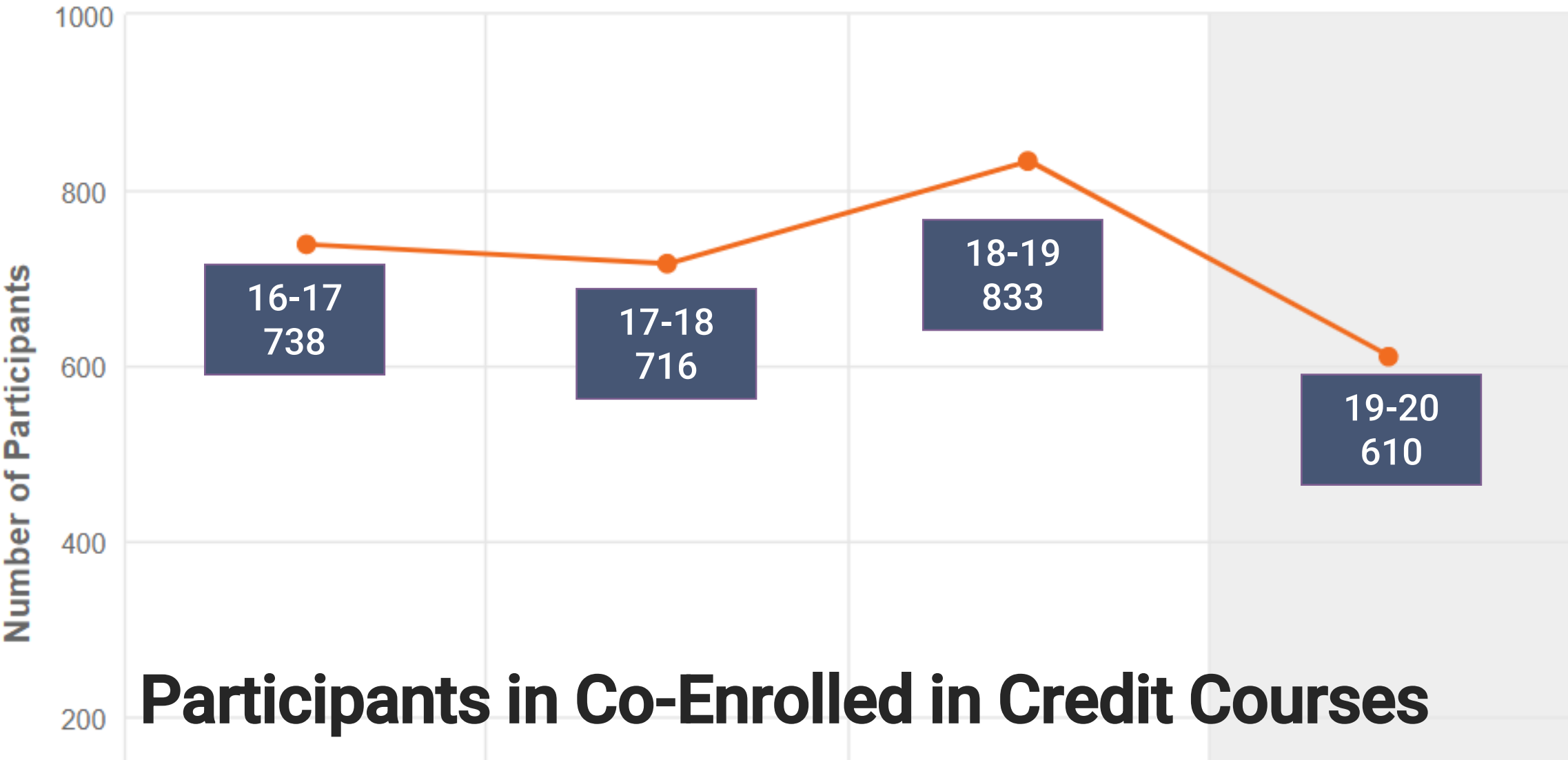


## Participants in Workforce Preparation

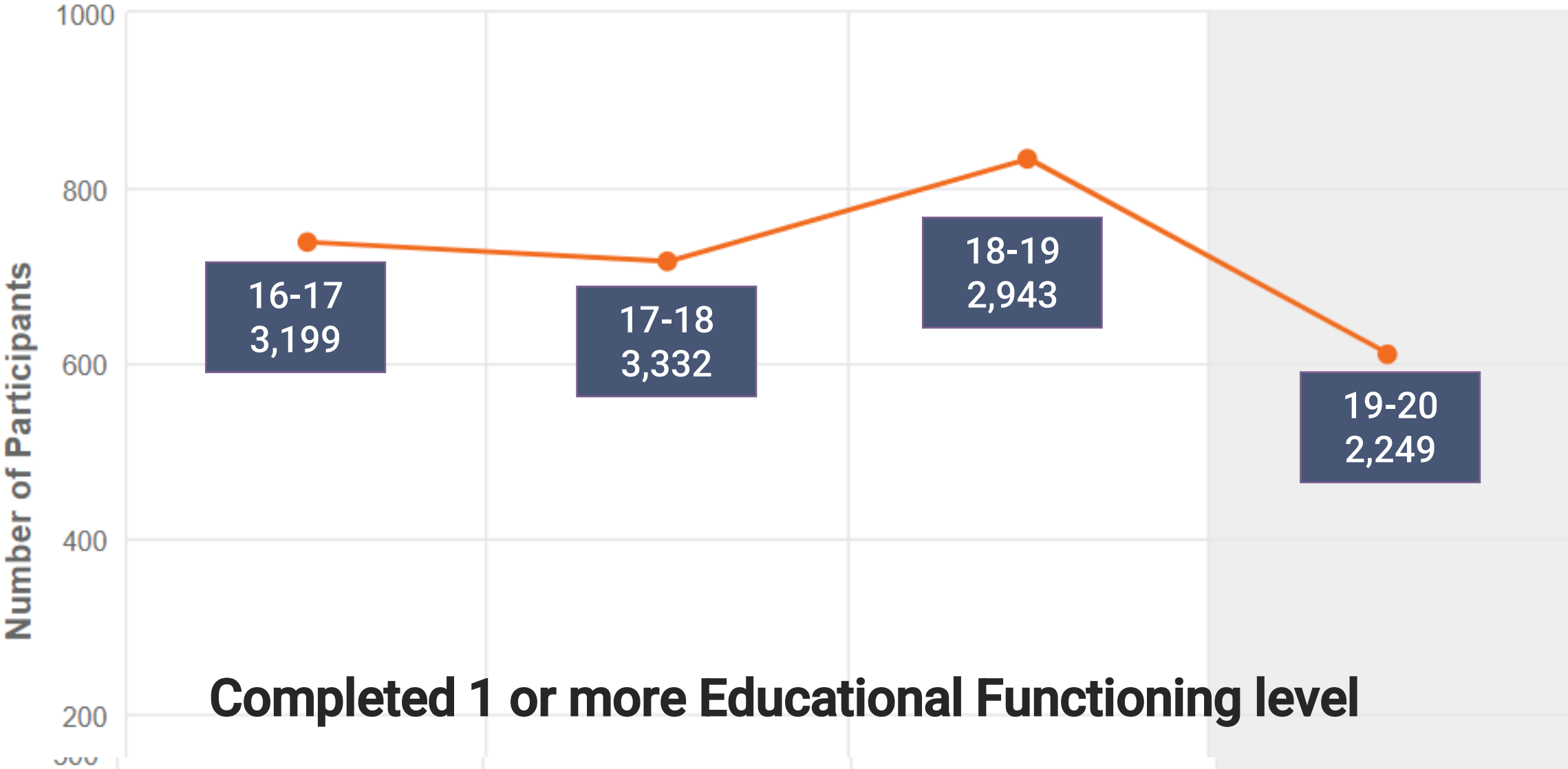
● Glendale Community College District Regional Consortium, 2019-2020



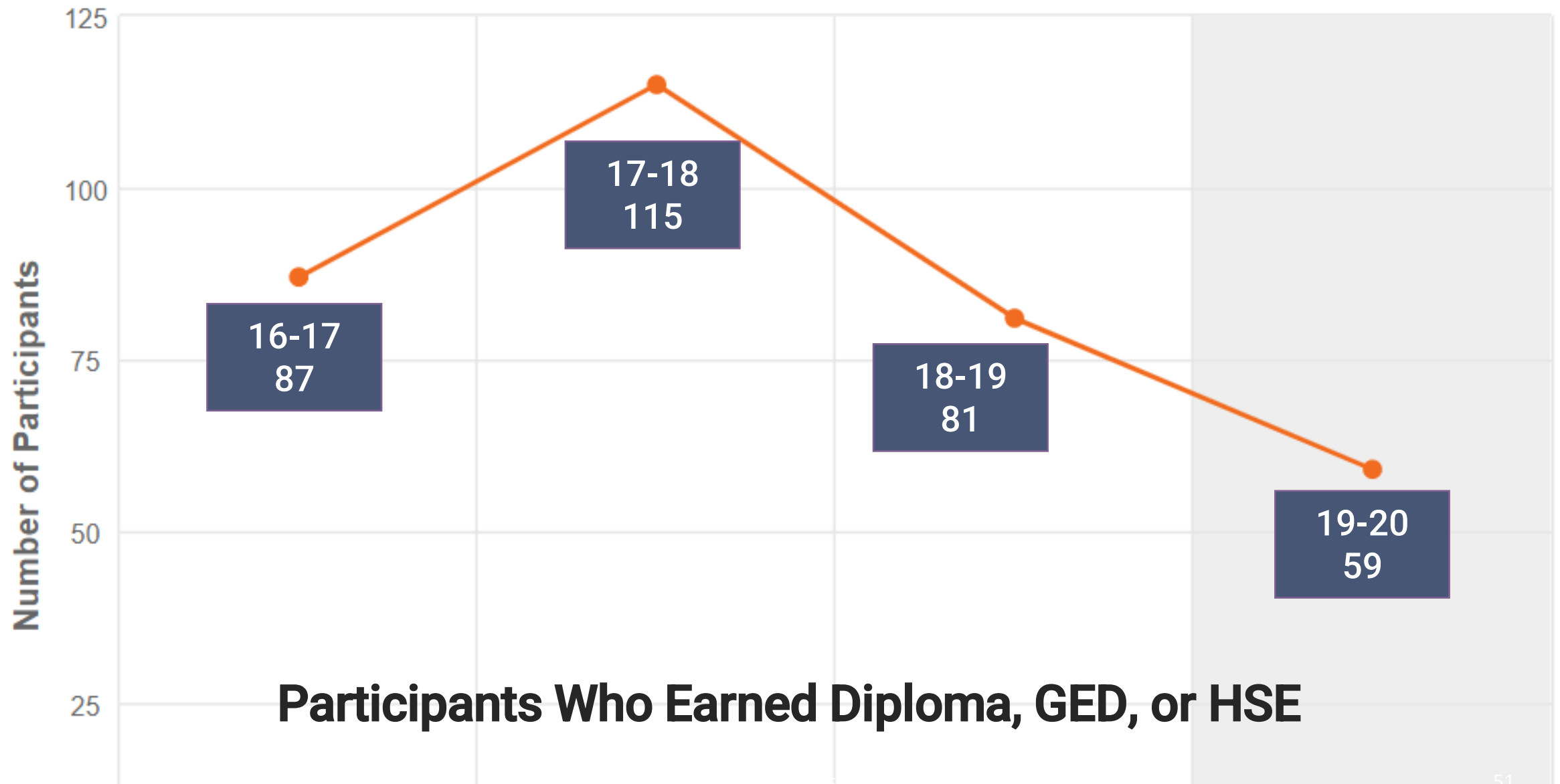
● Glendale Community College District Regional Consortium, 2019-2020



● Glendale Community College District Regional Consortium, 2019-2020

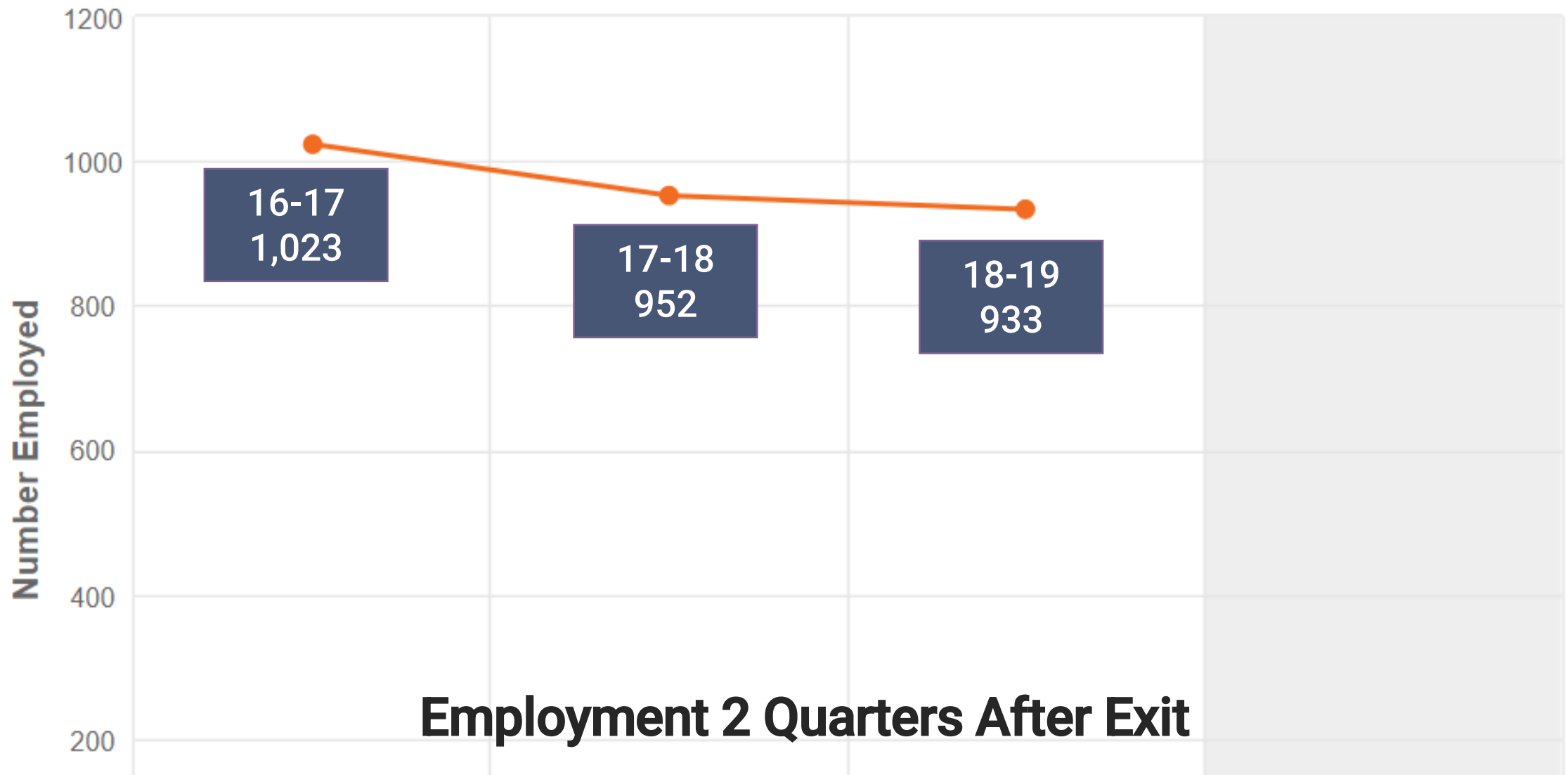


● Glendale Community College District Regional Consortium, 2019-2020

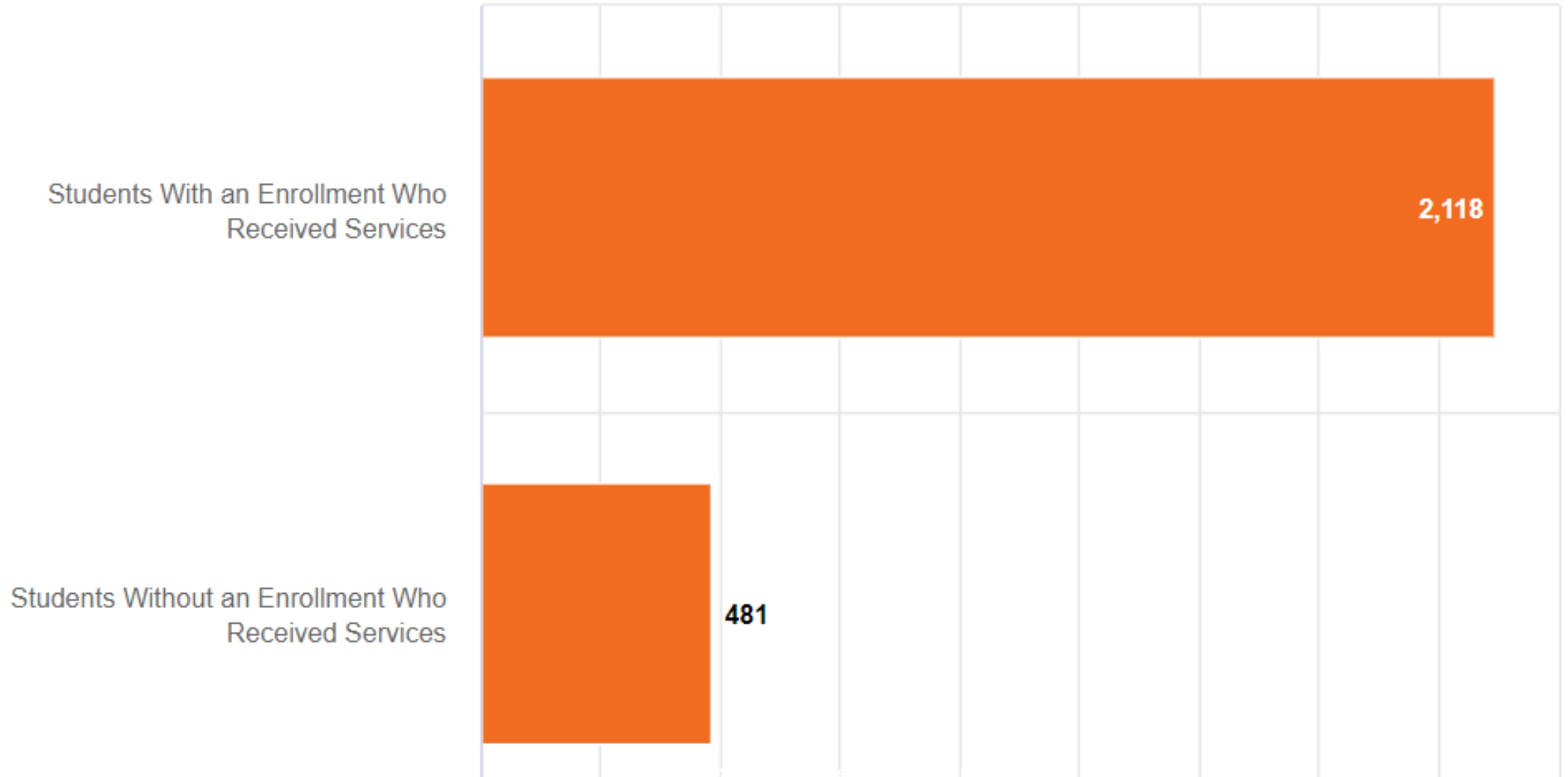


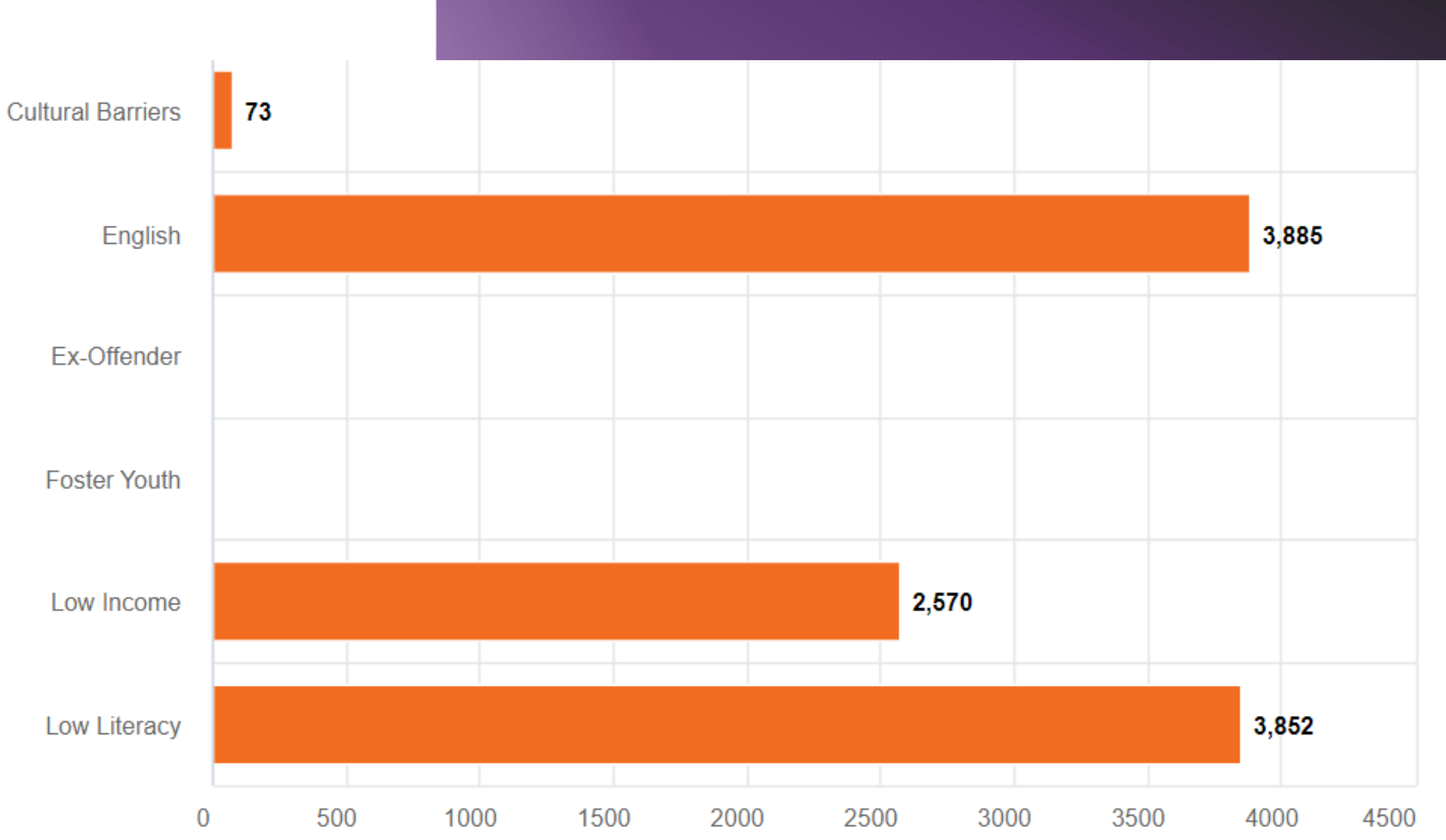


● Glendale Community College District Regional Consortium, 2019-2020



● Glendale Community College District Regional Consortium, 2019-2020





# Job Seeker Challenges

- End of pandemic unemployment assistance – loss of income
- End of rent moratorium
- Health concerns for returning to work
- Childcare limitations
- Job loss due to vaccine mandates





# Other Barriers

- Need for Supportive Services
- Lack of Technology: Hotspots
- Unstable Lives
- Changing Schedules
- Loss of Shelter/Homes
- Mental Health & Well Being Issues
- Fear of Going Back to Work/College
- Lack Work Experience
- Not Able to Establish Partnership with Students for Encouragement In-Person
- Gas Prices
- Fear of Public Transportation
- Need to Connect with K-12 Counselors





# Adult Metrics

## Choose At Least One:

- English Language Learners
- Long Term Unemployed
- Low Income
- Low Literacy



# Progress • Transition • Success • Employment/Earnings

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

## Adult Ed Metrics

Select Adult Ed Metrics ▼

At least one metric must be selected

- Participant who complete an El Civics COAPP or Course
- Participants with Educational functioning Levels Gains ABE
- Participants with Educational functioning Levels Gains ASE
- Participants with Educational functioning Levels Gains ESL

# Progress • Transition • Success • Employment/Earnings

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

## Adult Ed Metrics

Select Adult Ed Metrics

At least one metric must be selected

- Participant who complete an El Civics COAPP or Course
- Participants with Educational functioning Levels Gains ABE
- Participants with Educational functioning Levels Gains ASE
- Participants with Educational functioning Levels Gains ESL

# Progress • Transition • Success • Employment/Earnings

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

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

■ No additional Metrics required



# CAEP Self-Assessment

---

- **Factors That Scored Less Than 5**
  - 1.2.3 Partner Participation: 4 (GUSD)**
  - 1.4.1 New Staff are Oriented to CAEP: 2**
  - 2.1.2 Conduct Outreach to Engage Students: 4**
  - 2.2.1 Knowledge of CAEP Programs: 4**
  - 2.2.2 Partners are Comfortable Referring Students to Each Other: 4**
  - 3.3.2 Career Planning and Sharing Plans: 4**
  - 3.4.2 Identify Needs for Support Services and Coordinate Services: 4**

## Seamless Transitions

### Goal 1: Develop Career Pathways for Priority Populations

---

#### Strategies:

- a. 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.
- b. Continue to partner with DOR, VJC, CalWORKs, and Glendale Youth Alliance (GYA) to include career exploration, work experience, on-the-job training as transition work-based earn and learn opportunities to effectively move career pathway graduates into employment.
- c. Establish process for sharing career plans across agencies when co-enrolling participants.
- d. Support the Verdugo Workforce Development Board's efforts to allow access to CalJOBS by partner co-enrolling students/participants.
- e. Continue to work with partners and members to transition disconnected young adults and adult high school dropouts into adult and/or postsecondary education.
- f. 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.

## **Student Acceleration**

### **Goal 2: Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment**

---

#### **Strategies:**

- a. Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment.
- b. Continue College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations.
- c. Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.



## **Shared Professional Development Strategies**

**Goal 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.**

---

### **Strategies:**

- a. Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly Adult Education Program (AEP) meetings are an opportunity to offer short trainings in specific topics.
- b. 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.
- c. Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty.

## Leveraging Resources

### Goal 4: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNS Partners

---

#### Strategies:

- a. Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies.
- b. 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.
- c. 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.



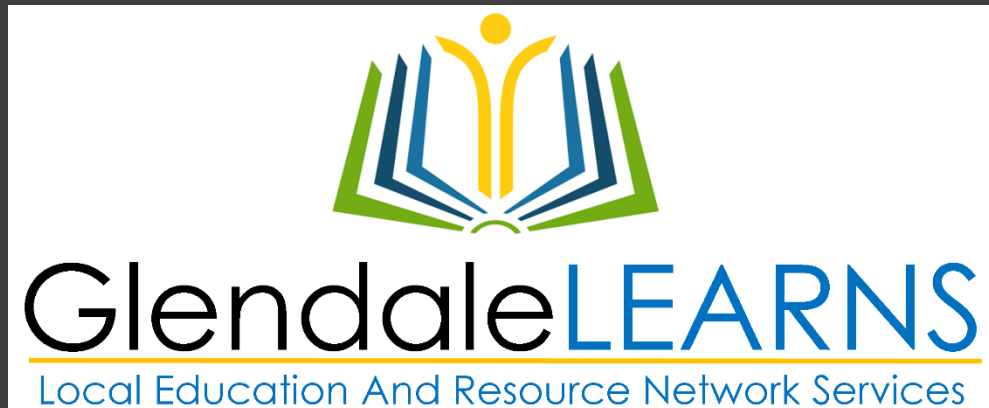
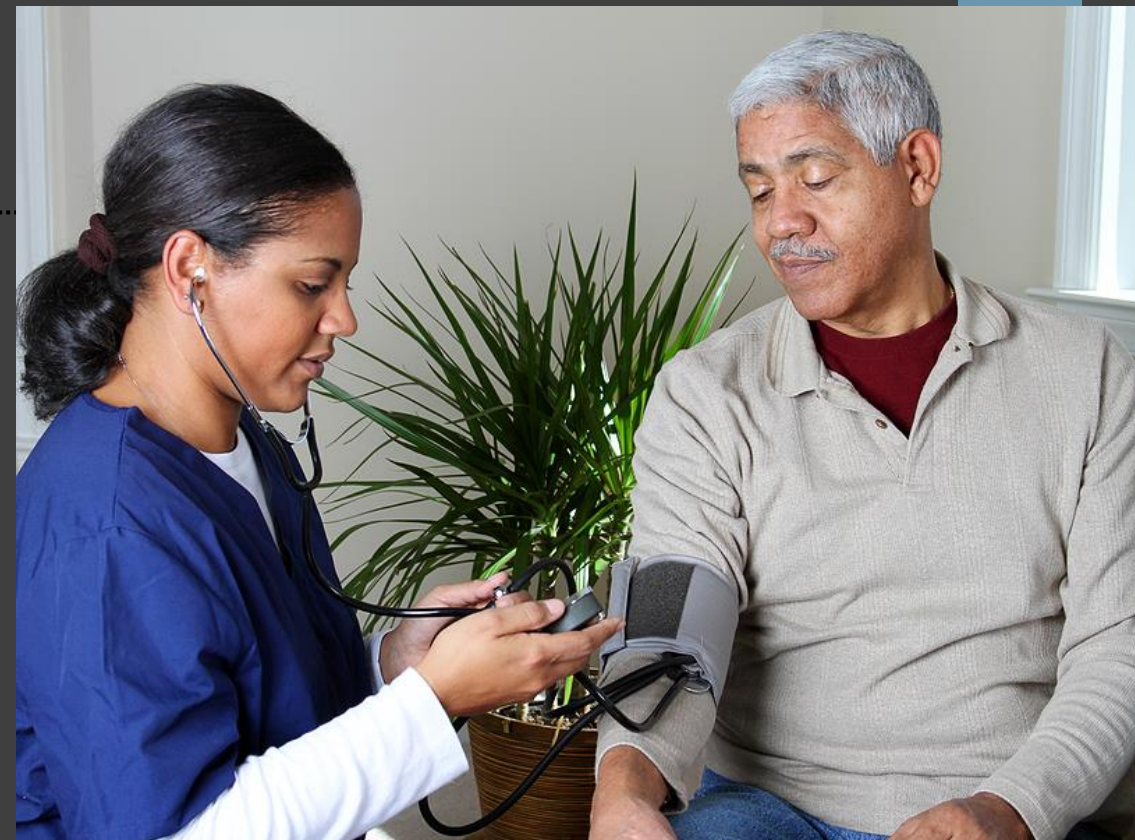
6  
6

**Thank You!**  

---

**Time for a break!**





# ENVIRONMENTAL SCAN CAEP THREE-YEAR PLAN 2022-2025