

**VERDUGO
WORKFORCE
DEVELOPMENT
BOARD**

LOCAL WORKFORCE DEVELOPMENT PLAN Modification 2019



Verdugo Workforce Development Board
Serving Burbank, Glendale & La Cañada Flintridge

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INTRODUCTION

The Verdugo Workforce Development Board (VWDB) adopted its four-year Local Workforce Development Plan (Local Plan) in 2017, as required by the Workforce Innovation and Opportunity Act (WIOA) and California's Workforce Services Directive (WSD) 16-07. WIOA (§106, 107) and WSD 18-01, also require a biennial modification to Local Plans in order to ensure plans remain current and account for "changes in labor market and economic conditions or in other factors affecting the implementation of the local plan" (29 U.S. Code § 3123). The California Workforce Development Board (CWDB) has also made changes to its State Plan which requires that Local Boards update their plans to keep them consistent with the policy direction of the CWDB and its State Plan. The VWDB is one of seven Local Boards in the Los Angeles Basin Regional Planning Unit (LABRPU) for planning and participating in regional workforce development activities. The LABRPU also developed its Regional Workforce Development Plan in 2017 and is also required to provide a biennial update to ensure it remains current with changes in the region as well as maintain alignment with changes to the State Plan. The modifications to VWDB's Local Plan, also maintains alignment to the changes in the Regional Plan.

The VWDB's Local Plan outlines how its Verdugo Jobs Center (VJC), the local America's Job Centers of California (AJCC) comprised of multiple partners, will deliver workforce development services to residents of Burbank, Glendale and La Cañada Flintridge. The Local Plan details how services are designed and targeted to serve the most vulnerable populations including low income, individuals in need of adult basic education/secondary education (ABE/ASE), veterans, individuals with disabilities, English language learners (ELL), individuals who are homeless, and those who are reentry. The modifications required in WSD 18-01, allow the VWDB to expand its focus on target populations with partnership agreements established between the CWDB and state partners including State of California Department of Rehabilitation (DOR), Department of Social Services (DSS) and California Department of Child Support Services (DCSS), to support strengthening and additions of local partnerships. Target customer groups for these modifications consist of: CalFresh recipients; non-custodial parents; individuals with intellectual disabilities or developmental disabilities (ID/DD) for Competitive Integrated Employment (CIE); and ELL, including immigrants, refugees and asylees.

A. PARTNERSHIPS WITH CALFRESH PROGRAMS

Partnership Convening: The VWDB has historically focused on providing services to low income participants including those receiving public assistance such as California Work Opportunity and Responsibility to Kids (CalWORKs) and CalFresh, along with its partners and programs available at the VJC. While current partnerships provide direct referrals of CalFresh recipients, the preparation of this Local Plan modification allows the VWDB to explore additional partnerships and expansion of current efforts. To develop the modification, the VWDB convened partners and stakeholders through a series of forums used to gather input and further develop partnerships (Attachment I). One forum was dedicated to current and potential partners and stakeholders for serving CalFresh Recipients held on November 8, 2018, to better understand the needs of customers. However, additional meetings were dedicated to gathering input on serving CalFresh recipients through the Glendale Local Education and Resource Network services (GlendaleLEARNS) Adult Education Program (AEP) monthly meeting held on September 20th and the One-Stop Partner Quarterly Meeting held on September 26th. The Future Workforce Forum held on the evening November 15th was dedicated to gathering final input on all target populations including CalFresh. Representatives in these sessions included AEP, Glendale Community

College (GCC), all WIOA funded partners (Titles I - IV), Department of Public Social Services (DPSS) including CalFresh, and community-based organizations (CBO) that specialize in serving CalFresh such as Glendale Communitas Initiative (Communitas). Details on outreach efforts, attendees and results from the forums are included in Attachment I.

Population Overview & Needs Assessment for People Receiving CalFresh*: Please see Attachment II for detailed description.

Regional Alignment, Coordination, and Integration: As a member of the LABRPU, VWDB will partner with the other six Workforce Development Boards (WDB) to coordinate services to CalFresh recipients across the region. For example, SELACO WDB is leading the implementation of a partner referral system using CalJOBS. Partners will be able to schedule appointments, refer participants, and track referrals and outcomes. This e-referral system will replace the paper referral forms currently used by America's Jobs Centers of CA (AJCC) throughout the LABRPU. Los Angeles County (LA) Workforce Development, Aging and Community Services (WDACS) is the administration service for the LA County WDB and, as a County Department, is the connection to DPSS which provides CalFresh services, including Employment & Training (E&T) to eligible residents. This ensures coordination at the regional level to expand the referral process of participants to the AJCCs at the local level. The VJC currently provides services to CalFresh recipients with its partners to braid resources through strategic co-enrollment while providing comprehensive services to participants as follows:

Assessments: The VJC provides objective assessments under a contract with Los Angeles County Office of Education (LACOE), which is a service provider for DPSS. LACOE refers CalWORKs participants as well as individuals receiving General Relief to the VJC for these career assessments. Assessments are scheduled every Thursday at the VJC and can also be available by appointment on other days as needed. A referral form and process are currently used and appointments are made by LACOE for the Thursday sessions. LACOE also emails a list of names that are confirmed to attend the assessment sessions and any absences are reported by VJC back to LACOE. This continuous communication ensures that the referrals are completed. Key to the success of the VJC Referral Process is the single point of contact assigned to receive referrals and coordinate/provide the career assessments. Almost all of these referrals from LACOE are also CalFresh recipients. Results of the career assessment are submitted back to LACOE and are also used to provide career counseling services and co-enroll these participants into WIOA Title I services as well as other services available at the VJC including WIOA Title III; Title IV for those with disabilities; and GlendaleLEARNs, the AEP formerly known as Adult Education Block Grant (AEBG) Consortium.

Transitional Subsidized Employment (TSE): The VWDB partners with South Bay WIB to provide TSE and permanent job placement services to participants receiving CalWORKs and General Relief. Many of these participants also receive CalFresh. The VJC secures TSE positions in the public and private sector to develop work histories, gain technical skills, and gain employment retention skills. The VJC also assists participants in transitioning to permanent gainful employment offering upward mobility and competitive wages that reduce the dependency on public assistance and promotes self-sufficiency through the dignity of work. Participants are referred to the VJC using a systematic referral process and referral form (Attachment III). A TSE case manager is assigned at the VJC to receive referrals from South Bay WIB and provide services to participants. Participants are also co-enrolled with other VJC services including Title I, III, IV and GlendaleLEARNs as needed.

Glendale Community College: GCC is recognized as serving the highest number of CalWORKs participants in California (CA), providing Adult Basic Education (ABE) and Adult Secondary Education (ASE) as well as parent education; English as a Second Language (ESL); and non-credit career courses such as Account Clerk, Microsoft Office, Medical Front Office or Dental Front Office. Most of these students are also receiving CalFresh services. Dedicated GCC career counselors provide support services to the CalWORKs participants and assist them in enrolling in non-credit courses and transitioning them to higher education at the credit courses available at the GCC Verdugo Campus. Participants are also referred to VJC case managers who are co-located at the Garfield Campus for co-enrollment into Title I, IV and AEP for earn and learn work-based learning opportunities such as work experience (WEX) and on-the-job training (OJT). VJC case managers also provide job placement and retention services. GCC career counselors set appointments for participants to meet with VJC case managers on campus to facilitate co-enrollments.

Regional Immediate Intervention Services for Employment (RIISE): The VWDB partners with WDACS Department. Using County Measure H funds, the VJC provides work readiness and WEX to individuals who are homeless. As one of three Continuum of Care (CoC) Cities in LA County, Glendale provides comprehensive housing and support services to individuals and families who are homeless. The CoC and CBOs, such as Asencia, provide referrals to RIISE to prepare and transition participants to full-time permanent employment earning self-sustaining wages. CoC and CBO referrals ensure that participants are food secure, housing secure, and are ready for employment. Many participants are receiving CalFresh and other public assistance during this transitional period until they attain/retain employment. In keeping with other successful VWDB programs, a dedicated RIISE Case Manager is assigned as the single point of contact for referring agencies as well as participants.

Identification of Organizations Serving CalFresh Segments: Locally, the VWDB will continue to rely on input from its partners and stakeholders to identify organizations that serve specific types of CalFresh populations including reentry, non-custodial parents, ELL, and individuals with ID/DD. Through its forums and meetings, the VWDB has already identified additional sources and organizations including Glendale Unified School District (GUSD) and Burbank Unified School District (BUSD) which can disseminate workforce development information to parents of children participating in free lunch programs. As VWDB learned from GlendaleLEARNs partners, many non-custodial parents are required to attend parent education in order to regain custodial rights and will be a source for referrals with identification of those that are also CalFresh recipients. Working with LA County Probation partners will assist in identifying referrals that are also CalFresh recipients. The VJC will work with its partners to incorporate changes in its customer referrals process as well as its universal strategic co-enrollment process to better identify all priority segments.

Available Workforce Services: Currently available services include the aforementioned programs: Assessments, TSE and RIISE, each funded through sources other than WIOA and in partnership with other WDBs or partners. All career services and career pathway programs are available to CalFresh recipients. Currently, E&T services are only available through DPSS and not service providers. Recipients volunteer for E&T, unless they receive General Relief. General Relief recipients are required to participate in E&T. DPSS expects to procure this service in 2019 so that other organizations throughout the region will be able to provide E&T and receive the 50% reimbursement for costs incurred. Working with partners and WDBs across the region, VWDB expects an expansion on career pathways linked to employment designed to meet the needs of this

target population. VWDB will integrate needed services within the pathways including ESL, ABE/ASE, work readiness and retention, and earn and learn opportunities (i.e. TSE, OJT).

Role of Partners in Providing Services: Expanding the VJC's universal strategic co-enrollment system for CalFresh participants will promote enrollment across partners and funding sources. This universal co-enrollment system was developed using customer-centered design. The system was designed specifically to serve individuals with Autism Spectrum Disorders (ASD) in the Uniquely Abled Academy (UAA@Glendale) founded in Glendale by GCC, VWDB, DOR and other partners. The purpose of this system was to reduce paperwork that customers needed to complete to be enrolled in all the services needed, reduce the number of offices they needed to visit to be enrolled, and have a single case manager/point of contact throughout enrollment. This integrated system allows partners to facilitate outreach with one entry point for intake/eligibility and expedites enrollment into career pathways. The partner team works together for co-case management to ensure that all services needed by participants are provided to successfully complete the program and attain/retain employment. Services are coordinated throughout the enrollment process, allowing partners to capitalize on available services and resources to promote braiding. For example, 100% of UAA@Glendale are co-enrolled, at a minimum, in WIOA Title I, Title IV, Lanterman Act, AEP, GCC Disabled Students Programs and Services (DSPS), and Career Education (CE) / Strong Workforce Partnership (SWP). The decision as to which agency will fund training, tutors, job coaching, WEX, OJT, is made by the partner Student Success Team for each individual participant at the time of enrollment. Led by VWDB, the LABRPU recently was awarded a Slingshot 2.0 grant to implement a strategic co-enrollment strategy based on the system developed for UAA@Glendale. With the LABRPU adopting a similar co-enrollment process based on the VWDB's system, this will facilitate co-enrollment of special populations across the seven WDBs and partners that comprise the region, expanding access to services that are critical to success. The LABRPU have several regional career pathways underway including: Care Coordinators for the healthcare industry (Slingshot), the expansion of the Metropolitan Transportation Agency's rail and bus systems, modifications to LA International Airport terminals, construction of new airport rental car facilities, and the construction of the LA Rams/Chargers Football Stadium. All regional career pathways offer unique opportunities for CalFresh recipients to train in demand skills for entry- and mid-level jobs that lead to upward mobility.

Role of Partners in Providing Support Services: The strategic co-enrollment process and the Student Success Team is used to coordinate services, leverage resources, co-case manage, and to identify supportive services with partner/funding that can provide that service to facilitate program completion. The UAA@Glendale Student Success Team meets weekly at a minimum to track student progress, identify emerging barriers, and work together to identify and provide needed support services.

Retention Process: Based on input provided through the forums, partners identified that a comprehensive career pathway, similar to UAA@Glendale is needed to ensure retention of CalFresh participants in a regional sector pathway program as they progress to livable wages and careers. A comprehensive program incorporates all services into the short-term career pathway curriculum including ESL, ABE/ASE, work readiness, tutoring, hands-on labs to reinforce technical skills, supportive services including childcare, paid WEX to continue gaining skills while earning wages, and/or OJT to transition participants into permanent full-time employment. Moreover, career pathways must offer sustainable wages that will eliminate the dependency on public assistance. A cohort style program has also successfully developed team and leadership skills, along with a supportive peer environment needed to ensure program retention.

B. PARTNERSHIPS WITH LOCAL CHILD SUPPORT AGENCIES



Partnership Convening: One public forum (November 15th) was dedicated to gathering input on services and partnerships for serving non-custodial parents. Participants included representatives from LA DCSS, the Local Child Support Agency (LCSA) who introduced services provided by the agency at the beginning of the forum. Results of this forum were supplemented with other public meetings for partners who serve this population including the Quarterly One-Stop Partner meeting, the monthly GlendaleLEARNS meeting and the VWDB quarterly meeting to gather input from employers. Attendees who provide services to non-custodial parents included DPSS which provides public assistance, GCC Parent Education which provides court mandated courses that participants need to regain custody or visitation rights, CBOs such as Communitas which provides services that lead participants out of poverty and debt, LA County Department of Probation that works with justice involved individuals, WIOA Title I which provides workforce development services, and Title IV/DOR which provides services to participants with disabilities. Results of the input was used by all partners to better understand characteristics and the barriers that non-custodial parents face in attaining employment and services needed.

Assessment of Need and Population Size*: Please see Attachment V for detailed description.

Existing Workforce and Education Program Partnerships: Current VJC partners, which include WIOA and non-WIOA funded agencies, work together to provide services to non-custodial parents. Co-located partners at the VJC include State of CA Employment Development Department (EDD) providing Title III services; DOR; GCC/GlendaleLEARNS providing ABE/ASE/ESL; and Glendale Youth Alliance (GYA) providing services to youth and young adults, including teen parents. All Basic and Individualized Career Services are provided as well as training, TSE, OJT; job placement; and retention services.

Supportive Services: Partners work together to co-enroll participants and co-case manage through continuous communication in order to identify needs, including supportive service needs, throughout the enrollment process and coordinate service provision. Due to limited funding available for costly services such as childcare, partners work together to identify resources and which partner is able to provide the support. Information on supportive services provided is shared with co-enrolling partners in order to avoid duplication, while providing the support needed to facilitate successful retention, employment outcomes and progress to livable wage jobs.

Impact of Eligibility Criteria: VJC partners have not found eligibility criteria to be a barrier in serving non-custodial parents. While some partners have eligibility criteria, others do not. The VWDB is the only WDB in CA that is a voting member of its AEP Consortia, GlendaleLEARNS, and receives an annual apportionment to provide employment services to AEP students. For example, should a male non-custodial parent not meet Title I eligibility due to the absence of selective service registration, employment services can still be provided under the AEP grant. The VWDB has been awarded multiple non-WIOA grants that allow the VJC to provide services to participants who do not qualify under Title I. Non-WIOA partners are also able to provide services with little to no eligibility requirements including those available through CBOs.

Obstacles to Providing Services: The obstacles to service provision identified by meeting/forum attendees centered around the unique barriers that non-custodial parents face including substance abuse or former incarceration that may have been the basis for losing custody. Other barriers include ELL and educational limitations such as the absence of a high school diploma, and the lack of demand career skills that can lead them to the income they need to support themselves and their children. Furthermore, barriers these parents face include the court ordered mandates they must meet to regain custody including multiple weekly drug testing, parent

education, counseling and other activities that impact their availability for career training and employment. Other issues identified include the impact of feeling overwhelmed with child support in arrears, or a negative relationship with the custodial parent.

Additional Tools to Support Participants: Through the forum discussions, partners identified the intensive counseling that may be needed to support these participants and career pathway programs that accommodate their scheduling needs. For example, partners will explore incorporating required parent education courses within the career pathway curriculum to accommodate this need. Further, for those parents overwhelmed with child support debt, they can be referred to DCSS which can establish a payment plan that meets their needs. Some non-custodial parents may have their driver's licenses captured if they are not paying court ordered child support and this may impact their ability to participate in programs or employment. DCSS can also assist these parents in regaining their licenses if they enroll in workforce development programs or attain employment.

Obstacles to Meaningfully Engaging Partnerships: Obstacles identified by partners in working together, included the lack of tracking in current systems of non-custodial parents. For example, CalJOBS does not currently track this status for participants; therefore, unless it is documented in narratives as a potential barrier, it is not currently identified during intake. Further, exploring custody is not an issue that is currently addressed in career assessment as a barrier and customers are not asked about custody status. Unless the referring partner identifies this status and discloses the information, it is not typically shared across partners. Partners identified changes in documents including referral forms that will be needed in order to track information and identify the unique needs that non-custodial parents may face.

Plans for Building Successful Partnerships or Scaling Up Existing Successful Partnerships: Using input gathered from the meetings and forums, the VWDB identified several opportunities for creating new partnerships and scaling up existing successful partnerships as follows:

Program Retention: The VWDB and its partners will expand the success of its universal strategic co-enrollment system to non-custodial parents to facilitate access to the numerous services they need to ensure program retention and success. This evidence-based approach includes co-case management with a single point of contact/case manager; however, overall management will be provided by a student success team consisting of the co-enrolling partners (Attachment IV). The team communicates and shares information at a minimum on a weekly basis to identify needs for each individual participant and coordinate service provision, ensuring a continuum of care approach throughout the enrollment process. Ensuring the participant receives the services they need throughout the enrollment increases the program retention success rate. Having a single case manager as a contact point helps to streamline the process and build the relationship needed to continuously assess needs and provide support. Career pathways designed to meet the needs of non-custodial parents while developing career skills will also ensure retention. As identified by partners, incorporating parent education, ABE/ASE and other needed services into career pathway curricula, also ensures program retention and streamlines requirements. Continuing to use cohort style also provides the added peer support which contributes to retention.

New and Prospective Partnerships: The VWDB has established its partnership with DCSS and will build upon this relationship for mutual referrals. A DCSS representative has agreed to attend the monthly GlendaleLEARNS meeting to train AEP partners on services available through DCSS and serving non-custodial parents. Current partners include GCC's Parent Education faculty who have trained the partners on serving non-custodial parents and will continue to be a source of referrals. WIOA Title I staff are co-located at GCC and will begin visiting classes to outreach and

co-enroll participants in other services. An open house was held in January 2019 and VWDB Executive Director was one of the guest speakers. Based on input from the forums, partners identified targets for referral sources including: DPSS/CalFresh; neighborhood legal services; community clinics; mental health service providers; parent support groups; teen parent groups; and community-based organizations such as Communitas, Friends of the Family, and International Rescue Committee (IRC). The partners will develop and outreach strategy for expanding these partnerships, including expanding the Common Referral Process.

Braid Resources: The expansion and use of the strategic co-enrollment process (Attachment IV) facilitates the braiding of resources and capitalizes on the strength of each co-enrolling partners. The Student Success Team comprised of partner representatives decide for each individual which partner will fund which service. For example, if WIOA Title I is used to fund career training, AEP is used to fund ABE and TSE, and Title IV can fund services for participants with disabilities. One application packet is used and each partner co-enrolls and processes the paperwork needed to fund and provide services. If one partner cannot provide the funding for a service, another partner who is able to do so will step in.

Engaging CBOs: The VWDB has established partnerships with CBOs such as GYA, Communitas, Asencia and IRC but will now work with these agencies to target referrals of non-custodial parents. The VWDB will also work with DCSS to identify other CBOs that specialize in serving non-custodial parents and develop partnerships as well as referral system for co-enrollment. Identified CBOs will be added to the outreach strategy to ensure an effective referral and co-enrollment process.

Referral Process and Forms for LCSA and Family Court: The VWDB has established its partnership with DCSS and is in discussion to establish a Memorandum of Understanding (MOU) for mutual referrals at the local level. WDACS, on behalf of the seven WDBs in the LABRPU, is working with DCSS to adopt a universal referral process and form that can be used throughout the region. The VWDB will adopt the regional process and forms once they are implemented; however, the current common referral process will be used in the interim to begin working together immediately.

LCSA Tools and Incentives to Facilitate Referrals and Foster Sustained Participation: The VWDB will continue to work with DCSS to train VJC staff of all partners on the tools and incentives provided by DCSS. DCSS provides counseling services and can assist non-custodial parents in meeting requirements to regain custodial rights. These services, including financial technical assistance to put them on a payment plan for child support that considers their income and living situation. Parents can make child support payments online through DCSS website. These parents must also demonstrate to family court that they have the ability to support their children in order to regain custody; therefore, enrollment into career pathways or attaining employment will assist in meeting these requirements. Other tools and services that can serve as incentives include assisting parents in having their passports and driver's licenses released, if captured due to lapses in child support payments.

C. PARTNERSHIPS FOR COMPETITIVE INTEGRATED EMPLOYMENT

Partnerships and Engagement to Increase CIE: Please refer to Attachment VI for detailed description on increasing CIE.

AJCC Staff Knowledge: The VWDB has historically focused on serving individuals with disabilities and in 2011, the priority became individuals with ID/DD when the organization was awarded a Disability Employment Initiative (DEI) grant. With ID/DD individuals recording the

highest unemployment rate and those with ASD, even higher, the VWDB joined GCC, DOR, Lanterman Regional Center (Regional Center), and other partners to establish UAA@Glendale. The fourth cohort completed in December 2018, funded by two additional Disability Employment Accelerator (DEA) grants. Over the past five years, the VJC partners have received extensive training on serving individuals with disabilities, including ID/DD, such as Windmills by Milt Wright. Staff participate in Webinars by Autism Research Institute and conference workshops from Advance LA and CA Perkins Joint Special Populations Advisory Committee (JSPAC). Moreover, the VWDB staff who also serves as the GlendaleLEARNS/AEP Coordinator has more than 16 years of training in ASD including Applied Behavior Analysis, and has provided customized training to the Student Success Team on working with students with ASD. She also continuously provides technical assistance on serving ID/DD to all partners including DSPS, Regional Center, and DOR. The VJC also operates the Work Incentives Planning and Assistance Program (WIPA) which provides community-based work incentives expertise to beneficiaries of Social Security or Supplemental Security Income benefits based on disability. The VWDB and VJC are recognized for their expertise in serving individuals with disabilities, in particular ID/DD and provide technical assistance to other WDBs across the state including those in LABRPU that are replicating UAA@Glendale, as well as other DEA recipients.

DOR Point of Contact Connection: The VWDB works closely with the DOR Manager and staff from the Glendale office. DOR is co-located at the VJC and GCC which facilitates co-enrollment and continuous communication for co-case management. DOR participated in the Customer-Centered Design project which resulted in establishing the universal strategic co-enrollment system. The system is used to co-enroll participants with ID/DD including the UAA@Glendale students. The WIOA staff is dedicated to conducting intake/eligibility and registration into GCC for the academy and is the single point of contact/case manager for participants throughout the enrollment. GCC, GlendaleLEARNS, VJC Title I Staff, GCC DSPS and DOR conduct training courses in the academy. DOR is dedicated to conducting job club; providing supportive services; job placement services and job coaching; and coordinating WEX, TSE and OJT, regardless of whether it is funded by DOR, Title I or GlendaleLEARNS. As an integrated partner, DOR participates in Student Success Teams and the Leadership Team.

DOR Partnership and Outreach to Employers: DOR is the lead partner for job development in the strategic co-enrollment system and is the single point of contact for employers. DOR staff co-enrolls participants and coordinates WEX, TSE and OJT for all participants regardless of funding source. While the Title I staff also have employer contacts based on their years of providing job development services to participants including ID/DD, they connect their employer contacts with DOR job developer to coordinate earn and learn opportunities and job placement. Outreach to employers is conducted by all partners; however, coordination of job matching is most effective when accomplished on an individual basis with a single point of contact. DOR also provides on-boarding technical assistance to employers and has developed, with VWDB, a business toolkit to assist employers in integrating new hires with ID/DD into their work environment. The toolkit is expected to be launched in 2019.

D. SERVICES FOR ENGLISH LANGUAGE LEARNERS



Coordinate Services and Braid Resources to Serve ELL: The VWDB and its partners have established a strategic co-enrollment system based on the UAA@Gendale universal strategic co-enrollment system to facilitate services to ELL while braiding resources. Key to the success of coordinating services and braiding resources to serve ELL is the integration of workforce

development and education in the Verdugo Consortium. GCC, the provider of adult education in the city of Glendale, is co-located in the VJC and the VJC is also co-located on the adult education campus of GCC (Garfield). Moreover, the VWDB is a voting member of GlendaleLEARNNS which is the adult education consortium in Glendale. VWDB staff member serves as the GlendaleLEARNNS Coordinator of AEP, reporting to the GlendaleLEARNNS Director who is also the Administrative Dean for GCC Continuing and Community Education located on the Garfield campus. ESL courses are offered at the Garfield campus as well as throughout the community, funded by AEP; GCC apportionment; and WIOA Title II, Adult Education and Family Literacy Act (AEFLA). In accordance with the AEP Implementation Plan, GlendaleLEARNNS has coordinated with several partners to offer ESL throughout the community including: the City of Glendale parks and recreation facilities and the Central Public Library. GCC also provides ESL at the VJC. Further, the VWDB coordinates GCC contracts with IRC using AEP funds to offer additional ESL courses. Based on experience, the VJC staff have learned that the most effective outreach strategy is to visit the ESL classes to introduce students to workforce development services available. VJC staff provide services at GCC Garfield Campus as well as the library to facilitate co-enrollment with WIOA Title I as well as other programs, including non-WIOA funded services available at VJC.

To better prepare ELL for the workforce, GlendaleLEARNNS revised its ESL curriculum to a vocationally based course (VESL) which facilitates co-enrollment into workforce development services. With ESL courses offered onsite at VJC, students participate in all recruitment activities occurring on a weekly basis in the center. Many ELL have credentials and licenses in vocations from their originating country which are not recognized in the United States (US). GCC Career Counselors assist students in identifying how these credentials can be converted to US acceptable or recognized documents and students work with VJC AEP/SWP/Title I staff for any courses or career pathways needed to prepare for employment. These students have successfully gained employment with OJT which demonstrates to employers the skills and competencies they have, even though they may not have US credentials. This also allows the students to earn income while they continue working towards US credentials as well as towards career progression.

Retention Process: Several strategies are used to ensure retention of students in ESL and workforce development programs. Offering classes throughout the community allows students to attend in the convenience of their own neighborhoods. ESL courses are offered throughout the day for easy access beginning at 7:30am at Garfield campus and into the evening to accommodate job seeker, parent, and work schedules. This flexibility in schedules also contributes to program retention. Using a strategic co-enrollment process that allows for enrollments with multiple providers ensures that all service needs are met while braiding resources, including supportive services, which also assists with program retention. Using motivators including career pathways tied to WEX, TSE, OJT and job placement keeps participants focused on goal achievement and also contributes to program retention. ESL students develop friendships in the classes they attend, in particular those who are new in the country and need the support from peers. Attending other programs and services with other students they know also contributes to retention success.

Incorporating Employment Service Plans: DPSS administers the Refugee Employment Program (REP). Program and policy responsibility for the REP falls under the Bureau of Program and Policy, CalWORKs and GAIN Program Division. Services are implemented in accordance with DPSS' Refugee Social Services and Targeted Assistance Plan which includes workforce development services that are in alignment with the VJC partners. REP services are provided through service providers and are referred to VJC through the CalWORKs at GCC, LACOE

referrals, and TSE programs. Partner employment service plans are incorporated into local MOUs and individual participants plans from various partners who co-enroll, are shared and incorporated to streamline employment plans and process at the individual level. The VWDB has initiated partnerships with other REP service providers including IRC and Catholic Charities that can also co-enroll and be integrated into the universal strategic co-enrollment system.

Migrant Seasonal Workers: The VWDB is located in the urban area of LA County; therefore, migrant seasonal workers do not live or work in the Verdugo Consortium.

Implementing Best Practices: The VWDB is recognized throughout the state as implementing some of the most innovative practices to serve ELL population. The ELL Strategic Co-Enrollment process allows for enrollment into multiple programs using a single application packet and process, while braiding resources. The integration of workforce development and education facilitates the outreach and co-enrollment process directly from ESL classes. The VWDB GlendaleLEARNS Coordinator coordinates the co-enrollment process as well as non-credit ESL classes funded by AEP at the VJC and with community partners such as IRC, in alignment with CWDB's Policy Brief on best practices for serving ELL populations. Due to VWDB's experience in serving ELL and its innovative strategies, staff have provided technical assistance to other WDBs across the state, including EL Navigators, and participates in policy workgroups to assist in developing a statewide policy guidance for strategic co-enrollments, using the Verdugo process as a model for successful practices. To expand its system, the VWDB and GlendaleLEARNS will focus 2019 on increasing career pathway opportunities for ELL, incorporating contextual ESL into the technical curricula, with direct linkage to employment opportunities that offer competitive wages for program graduates. The partners are also exploring offering ESL at employer sites for incumbent workers, to continue developing language skills to assist with career progression. In addition, partners are working on establishing a program that offers ESL and workforce development services to day laborers, another untapped talent pool, and which are also identified as best practices in CWDB's policy brief.

E. OTHER CHANGES TO LOCAL PLAN

Local economic changes have occurred with the improvement of economic conditions nationwide, statewide, countywide and locally in the tri-city Verdugo Consortium. The unemployment rate (at the time this Modification was prepared) is at 4.4% , below the 5% rate that is considered full employment. The cities of Burbank and Glendale continue to rank in the top ten cities with the most jobs posted in the LABRPU. Details on the current labor market are included in Attachment IX. Target industries identified in the VWDB's Local Plan remain the same based on current labor market data. The Local Plan focused on innovative strategies for serving vulnerable populations and therefore, also remain the same. Other than the updates in economic and demographic data included in the Attachments, the only other change is in the negotiated performance measures for program year 2018-2019 (Attachment X). Some performance measures for serving dislocated workers are slightly higher than those assigned for the previous program year; however, some of the measures for serving the adult participants are lower than the previous program year. Measures can be lowered by the state if actual performance shows that the participants served had multiple or significant barriers to employment. The adjustments to lower performance measures for the 2018-2019, demonstrates that the VWDB is indeed serving the most vulnerable populations, in alignment with its vision and mission as well as its Local Plan.



ATTACHMENTS



**LOCAL WORKFORCE DEVELOPMENT PLAN
Modification 2019**



Verdugo Workforce Development Board
Serving Burbank, Glendale & La Cañada Flintridge

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Attachment I: Stakeholder & Community Engagement



Outreach Strategy Summary

The VWDB planned and implemented a comprehensive outreach strategy in order to gather input from partners and stakeholders including customers of the local workforce development system. The purpose of the outreach strategy was to engage as many partners and stakeholders in a series of community forums and meetings established to gather input for the development of the Local Plan modification. The VWDB used a comprehensive contact list, to outreach via telephone; email; public notices; and social media including website postings, LinkedIn and Instagram.

Community Forums: A total of five community forums were scheduled during the months of October through November, 2018 (please refer to Forum Announcement Flyer on page A-10). One forum was dedicated to each of the priority customer segments: CalFresh Recipients, Individuals with ID/DD, ELL and Non-Custodial Parents. An additional community forum was held in the evening of November 15th to accommodate stakeholders who could not attend a forum during regular business hours. The evening session allowed participants the opportunity to provide input on all the customer segments and was not focused on one specific segment as the others were.

In addition to these forums, the VWDB used its October quarterly public meeting to gather input from local business, including members of the VWDB, as well as the community members that attend these meetings. The quarterly One-Stop Partner Meeting, also a public meeting, was also used to gather input from partners on serving the four customer segments. Two AEP monthly meetings, also public meetings, were used to gather input from the GlendaleLEARNS Consortium partners who also serve the four customer segments. The total number of forums and meetings held to gather input from partners and stakeholders is nine. While forums also occurred throughout the region which VWDB and VJC staff attended, local forums were needed to address the specific needs of the Verdugo communities. Moreover, local partners needed to provide specific input on how they could work together to provide services to the specific populations in the implementation of the modification.

Contact List: The VWDB developed a comprehensive Outreach Contact List (pages A-15 through A-38) that included all WIOA and non-WIOA partners, agencies listed in the Directory of Planning Partners, and the Interactive Correction Map (WSD 18-01) for a total of 483 individuals. Multiple methods were used to reach out to these individuals including emails, phone calls, and public announcements as required under the Brown Act. The Outreach Contact List is the log used to track contact efforts made for the extensive partner list.

Brown Act Requirement

All forums and meetings are public meetings and meet all Brown Act Requirements including the 72-hour public notice prior to the meeting being held. Multiple sources were used in order to ensure the Brown Act was met as well as to reach as many community members as possible. To reach these goals, the following sources were used:

Websites: Notices were posted on several websites, 72-hours in advance of meetings including: VWDB, City of Glendale Community Services & Parks, GlendaleLEARNS,

EventBrite, VJC, and LinkedIn/VJC. The list of forum dates was also submitted to EDD which in turn, was included in the CWDB website as well as the statewide AEP website.

Newspapers: Notices were posted in three newspapers: Burbank Leader, Glendale News Press, and La Cañada Valley Sun. The announcement flyer which listed all forums was used providing more than a 72-hour notice for all the forums.

Newsletter: Notices were included in the City of Glendale's Community Services & Parks Newsletters in October and November. These newsletters are sent to all City employees.

Public Postings: Public postings were accomplished at the local level as well as statewide:

Statewide: A notice, including a list of all community forums was submitted to the CWDB and publicly posted on its website statewide. Statewide notification was also accomplished through the AEP website and email notice from the Chancellor's Representative leading AEP, Neil Kelly.

Local: As the only AJCC in the Verdugo Consortium, notices were posted in the lobby of the VJC. The VWDB staff are co-located in the VJC and share the same lobby; therefore, no separate posting was needed for the VWDB. Notices were also posted in the public lobbies of each of the three cities as follows:

Forum & Date of Posting	Forum & Date of Posting
Forum 1: October 15, 2018	Forum 4: November 13, 2018
Forum 2: October 31, 2018	Forum 5: November 13, 2018
Forum 3: November 5, 2018	

Attendees

Reminder emails were sent to all who registered for the forums and meetings. Phone calls were made to mandatory partners and other key partners including the Directory of Planning Partners and the Interactive Corrections Map that pertained to VWDB. Efforts are documented in the Outreach Contact List (pages A-15 through A-38) and attendees are documented on pages A-39 through A-44.

Results of Forums & Meetings

Comments, input, ideas and overall feedback was documented through minutes and flipcharts. Flipcharts were then converted to Word documents and all are attached to this modification on pages A-45 through A-68.

Public Comments

The draft Local Plan Biennial Modification 2019 was released on January 28, 2019 for a 30-day public comment period. Notifications about its release were posted on the VWDB website, the City of Glendale's website, press releases, and email/Constant Contact notifications and reminder emails to encourage input (pages A-69 through A-73). To further promote feedback, presentations were made at the VWDB public meeting on January 8, 2019 and the GlendaleLEARNS/AEP Monthly Meeting held on January 24, 2019 (pages A-74 through A-77). Feedback and responses are documented on Attachment XIII (page A-145).

Stakeholder Engagement and Community Outreach Efforts

A. Corrections-Workforce Partnership

i. Summary of Community Outreach Efforts and Stakeholder Engagement: The outreach and engagement of corrections partnership was strategically lead and accomplished primarily at the regional level as agreed upon by the seven WDBs that comprise the LABRPU. A regional strategy to address the workforce development needs of justice involved individuals is being developed as a Regional Plan Implementation initiative using funds awarded by CWDB to the LABRPU, and will be incorporated in the Regional Plan Biennial Modification document. Stakeholder forums were held at the regional level, with participation from all the WDBs, including VWDB and VJC staff. Meetings and trainings continue to be held to ensure implementation of the regional strategy.

While a regional strategy is underway, the VWDB also works with partners to provide services to this special population at the local level. The VWDB used the Directory of Planning Partners-Attachment 3 to the plan modification directive (WSD 18-01) to expand outreach to corrections partners. Using this list, the VWDB reached out to the contacts as well as its own partners in serving reentry for participation in the Community and Stakeholder Forums. All outreach methods were used as described in the Outreach Strategy Summary (pages A-1 and A-2) including direct contact, email blasts, websites, newspapers, newsletter and public postings. In addition, VJC partners, GlendaleLEARNS partners, and the VWDB were encouraged to reach out to their reentry contacts for participation in the Forums.

In addition to the outreach conducted for the Forums, VWDB and VJC staff have met with representatives from corrections to expand its referral and strategic co-enrollment process. Planning meetings began in September prior to the Forums to build the partnership and exchange ideas on a customized referral process. Meetings continue to ensure the continued partnership and expansion of referrals and co-enrollments.

ii. Documented Efforts to Engage Required Partners in Each Category: The list of corrections partners outreached are listed in the Outreach Contact List (pages A-31 through A-33) with target group of “Reentry”. Contacts were sent direct emails with invitations to the Community and Stakeholder Forums. Reminder notifications were also sent as documented on this list. Other documentation of efforts include:

a) Sample flyers sent to contacts – pages A-10 to A-11

b) Local News Article Posting – page A-12

c) Email from Chancellor’s Office Announcing Verdugo WDB Public Meeting – page A-14, to assist in reaching out to stakeholders across the state.

d) Community Stakeholder and Partner Forums/Meetings Attendees: Participation of reentry specific partner is documented on page A-43. In addition, multiple partners have expertise in serving all target customers and are indicated with “All” in the Target Group Column on pages A-39 through A-44.

- e) Results of Forums & Meetings: Minutes & Stakeholder Input – pages A-45 through A-68. Community and stakeholder input is documented in these minutes. Because the reentry specific forums were held at the regional level, the VWDB did not hold a forum for this population. However, justice involved individuals are also participants in the other target groups including non-custodial parents, CalFresh, ELL and ID/DD.
 - f) Local News Article Posting for 30-Day Public Comment Period – page A-69. Promotes review and input on draft Local Plan Biennial Modification from all stakeholders including reentry.
 - g) Email Notification of Draft Local Plan Biennial Modification of Public Comment Release – page A-71. Blasted to all partners and stakeholders on contact list to promote review and input from all stakeholders including reentry.
 - h) Email Reminder of public Comment Period for Local Plan Biennial Modification – page A-74: Email blasted to encourage review and input from all stakeholders including reentry.
 - i) Local Plan Biennial Modification Debriefings for Public Comment – pages A-74 through A-77: Two debriefings were held in public meetings to allow community and stakeholders to provide direct input.
- iii. Provided information to the CWDB on planning meetings, listening sessions, or other public meetings related to the planning process:** An email was sent on September 25, 2018 with the flyer attached listing all the Community and Stakeholder Forums, including dates and location for each forum. A copy of the Email to CWDB for Statewide Posting is available on page A-13.

B. New Partnership with CalFresh

- i. **Summary of Community Outreach Efforts and Stakeholder Engagement:** The VWDB has long-term relationships with CalFresh agencies including DPSS and service providers such as LACOE. However, the VWDB used the Directory of Planning Partners-Attachment III to the plan modification directive (WSD 18-01) to expand outreach to prospective CalFresh partners. Using this list, the VWDB reached out to the contacts as well as its own partners in serving CalFresh for participation in the Community and Stakeholder Forums. All outreach methods were used as described in the Outreach Strategy Summary (pages A-1 and A-2) including direct contact, email blasts, websites, newspapers, newsletter and public postings.
- ii. **Documented Efforts to Engage Required Partners in Each Category:** The list of CalFresh partners outreach are listed in the Outreach Contact List (pages A-23 through A-36) with target group of “All” and “CalFresh”. Contacts were sent direct emails with invitations to the Community and Stakeholder Forums. Reminder notifications were also sent as documented on this list. Other documentation of efforts include:

- a) Sample flyers sent to contacts – pages A-10 to A-11
- b) Local News Article Posting – page A-12
- c) Email from Chancellor’s Office Announcing Verdugo WDB Public Meeting – page A-14, to assist in reaching out to stakeholders across the state.
- d) Community Stakeholder and Partner Forums/Meetings Attendees: Participation of CalFresh specific partners is documented on pages A-38 and A-41 to A-43. CalFresh representatives participated in the CalFresh Forum as well as other meetings and forums including AEP, One-Stop Partner, ELL, and Future Workforce which focused on all four target customer segments.
- e) Results of Forums & Meetings: Minutes & Stakeholder Input – pages A-59 through A-61: Community and stakeholder input is documented in these minutes. Because CalFresh representatives participated in nearly all meetings and forums, their input is documented throughout the minutes and documented input.
- f) Local News Article Posting for 30-Day Public Comment Period – page A-69: Promotes review and input on draft Local Plan Biennial Modification from all stakeholders including CalFresh.
- g) Email Notification of Draft Local Plan Biennial Modification of Public Comment Release – page A-71: Blasted to all partners and stakeholders on contact list to promote review and input from all stakeholders including CalFresh.
- h) Email Reminder of public Comment Period for Local Plan Biennial Modification – page A-73: Email blasted to encourage review and input from all stakeholders including CalFresh.
- i) Local Plan Biennial Modification Debriefings for Public Comment: Two debriefings were held in public meetings to allow community and stakeholders to provide direct input. The minutes are included on pages A-74 through A-77 showing input gathered during the meetings.

iii. Provided information to the CWDB on planning meetings, listening sessions, or other public meetings related to the planning process: An email was sent on September 25, 2018 with the flyer attached listing all the Community and Stakeholder Forums, including dates and location for each forum. A copy of the Email to CWDB for Statewide Posting is available on page A-13.

C. Child Support Workforce System Partnership

- i. Summary of Community Outreach Efforts and Stakeholder Engagement:** The VWDB has established a partnership with the LCSA and directly reached out to the agency for participation in the Forums. In addition, the VWDB used the Directory of Planning Partners-Attachment 3 to the plan modification directive (WSD 18-01) to expand

outreach to prospective partners that serve non-custodial parents. Using this list, the VWDB reached out to the contacts for participation in the Community and Stakeholder Forums. All outreach methods were used as described in the Outreach Strategy Summary (pages A-1 and A-2) including direct contact, email blasts, websites, newspapers, newsletter and public postings.

- ii. Documented Efforts to Engage Required Partners in Each Category:** The list of partners outreached are listed in the Outreach Contact List (pages A-26, A-33,) with target group of “NC Parents”. Also, numerous partners provide services to “All” and were also outreached. Contacts were sent direct emails with invitations to the Community and Stakeholder Forums. Reminder notifications were also sent as documented on this list. Other documentation of efforts include:
- a) Sample flyers sent to contacts – pages A-10 to A-11
 - b) Local News Article Posting – page A-12
 - c) Email from Chancellor’s Office Announcing Verdugo WDB Public Meeting – page A-14, to assist in reaching out to stakeholders across the state.
 - d) Community Stakeholder and Partner Forums/Meetings Attendees: Participation of non-custodial parents service providers and partners is documented on pages A-40, A-43, A-44. Non-custodial parent representatives participated in the specific Forum as well as other meetings and forums including: One-Stop Partner, ELL, and Future Workforce which focused on all four target customer segments.
 - e) Results of Forums & Meetings: Minutes & Stakeholder Input – pages A-63 to A-66: Community and stakeholder input is documented in these minutes. Because non-custodial parent representatives participated in nearly all meetings and forums, their input is documented throughout the minutes and documented input.
 - f) Local News Article Posting for 30-Day Public Comment Period – page A-69: Promotes review and input on draft Local Plan Biennial Modification from all stakeholders including CalFresh.
 - g) Email Notification of Draft Local Plan Biennial Modification of Public Comment Release – page A-71: Blasted to all partners and stakeholders on contact list to promote review and input from all stakeholders including CalFresh.
 - h) Email Reminder of public Comment Period for Local Plan Biennial Modification – page A-73: Email blasted to encourage review and input from all stakeholders including CalFresh.
 - i) Local Plan Biennial Modification Debriefings for Public Comment: Two debriefings were held in public meetings to allow community and stakeholders to provide direct

input. The minutes are included on pages A-74 to A-77 showing input gathered during the meetings.

- iii. Provided information to the CWDB on planning meetings, listening sessions, or other public meetings related to the planning process:** An email was sent on September 25, 2018 with the flyer attached listing all the Community and Stakeholder Forums, including dates and location for each forum. A copy of the Email to CWDB for Statewide Posting is available on page A-13.

D. Updated Competitive Integrated Employment Partnership

- i. Summary of Community Outreach Efforts and Stakeholder Engagement:** The VWDB has a long-term partnership with DOR and together, using Customer-Centered Design, developed the strategic co-enrollment system that has facilitated access to services for individuals with disabilities (Attachment IV), in particular ID/DD. A co-located and integrated partnership with DOR supports the co-case management of participants resulting in successful outcomes. The VWDB; the VJC; its youth services provider, GYA; and its Verdugo School to Career Coalition (VSTCC) are all included in the Local Planning Agreements (LPA) for each school district located in the tri-city consortium (pages A-101 to A-130).

The VWDB reached out to its partners serving ID/DD to participate in the Community and Stakeholder Forums which resulted in significant participation from the service providers. Students from UAA@Glendale and parents also participated in the Forums. The VWDB also used the Directory of Planning Partners-Attachment 3 to the plan modification directive (WSD 18-01) to expand outreach to prospective ID/DD partners. All outreach methods were used as described in the Outreach Strategy Summary (pages A-1 and A-2) including direct contact, email blasts, websites, newspapers, newsletter and public postings.

- ii. Documented Efforts to Engage Required Partners in Each Category:** The ID/DD partners outreached are listed on the Outreach Contact List (pages A-15 to A-25 and A-33 to A-36) with target group of “ID/DD”. Contacts were sent direct emails with invitations to the Community and Stakeholder Forums. Reminder notifications were also sent as documented on this list. Other documentation of efforts (as described in Outreach Strategy Summary) include:

- a) Sample flyers sent to contacts – pages A-10 to A-11**
- b) Local News Article Posting – page A-12**
- c) Email from Chancellor’s Office Announcing Verdugo WDB Public Meeting – page A-15, to assist in reaching out to stakeholders across the state.**
- d) Community Stakeholder and Partner Forums/Meetings Attendees:** Participation of ID/DD specific partners is documented on pages A-39, A-41 through A-44. ID/DD representatives participated in the ID/DD Forum as well as other meetings and forums

- including AEP, One-Stop Partner, ID/DD, CalFresh, and Future Workforce which focused on all four target customer segments.
- e) Results of Forums & Meetings: Minutes & Stakeholder Input – pages A-51 to A-53: Community and stakeholder input is documented in these minutes. Because ID/DD representatives participated in other meetings and forums, their input is also documented in minutes from those sessions.
 - f) Local News Article Posting for 30-Day Public Comment Period – page A-69: Promotes review and input on draft Local Plan Biennial Modification from all stakeholders including ID/DD.
 - g) Email Notification of Draft Local Plan Biennial Modification of Public Comment Release – page A-71: Blasted to all partners and stakeholders on contact list to promote review and input from all stakeholders including ID/DD.
 - h) Email Reminder of public Comment Period for Local Plan Biennial Modification – page A-73: Email blasted to encourage review and input from all stakeholders including ID/DD.
 - i) Local Plan Biennial Modification Debriefings for Public Comment: Two debriefings were held in public meetings to allow community and stakeholders to provide direct input. The minutes are included on pages A-74 through A-77 showing input gathered during the meetings.
- iii. Provided information to the CWDB on planning meetings, listening sessions, or other public meetings related to the planning process:** An email was sent on September 25, 2018 with the flyer attached listing all the Community and Stakeholder Forums, including dates and location for each forum. A copy of the Email to CWDB for Statewide Posting is available on page A-13.

E. English Language Learners

- i. Summary of Community Outreach Efforts and Stakeholder Engagement:** The VWDB has long-term partnership with GCC which is also the adult education provider in the City of Glendale. As a member of GlendaleLEARNS, the adult education consortium, the VWDB is funded to support the consortium, coordinate partners and implement programs including those that provide services to ELL. Through this partnership and learning from its UAA@Glendale strategic co-enrollment system, the VWDB and GlendaleLEARNS implemented its ELL strategic co-enrollment system (Attachment IV). The VWDB reached out to all ELL partners including CBOs such as International Rescue Committee, Catholic Charities, GlendaleLEARNS partners and adult schools. The VWDB also used the Directory of Planning Partners-Attachment 3 to the plan modification directive (WSD 18-01) to expand outreach to prospective ELL partners. All outreach methods were used as described in the Outreach Strategy Summary (pages A-1 and A-2) including direct contact, email blasts, websites, newspapers, newsletter and public postings.

- ii. Documented Efforts to Engage Required Partners in Each Category:** The list of ELL partners outreached are listed in the Outreach Contact List (pages A-24, 25, 27; A-29 to A-31, and A-33) with target group of “ELL”. Contacts were sent direct emails with invitations to the Forums. Reminder notifications were also sent as well as other efforts:
- a) Sample flyers sent to contacts – pages A-10 to A-11
 - b) Local News Article Posting – page A-12
 - c) Email from Chancellor’s Office Announcing Verdugo WDB Public Meeting – page A-14, to assist in reaching out to stakeholders across the state.
 - d) Community Stakeholder and Partner Forums/Meetings Attendees: Participation of ELL specific partners is documented on pages A-39, A-41 to A-44. ELL representatives participated in the ELL Forum as well as other meetings and forums including AEP, One-Stop Partner, VWDB Quarterly Meeting, CalFresh, and Future Workforce which focused on all four target customer segments.
 - e) Results of Forums & Meetings: Minutes & Stakeholder Input – pages A-56 to A-57: Community and stakeholder input is documented in these minutes. ELL representatives participated in nearly all meetings and forums and their input is documented throughout the minutes.
 - f) Local News Article Posting for 30-Day Public Comment Period – page A-69: Promotes review and input on draft Local Plan Biennial Modification from all stakeholders including ELL.
 - g) Email Notification of Draft Local Plan Biennial Modification of Public Comment Release – page A-71: Blasted to all partners and stakeholders on contact list to promote review and input from all stakeholders including ELL.
 - h) Email Reminder of public Comment Period for Local Plan Biennial Modification – page A-73: Email blasted to encourage review and input from all stakeholders including ELL.
 - i) Local Plan Biennial Modification Debriefings for Public Comment: Two debriefings were held in public meetings to allow community and stakeholders to provide direct input. The minutes are included on pages A-74 to A-77 showing input gathered during the meetings.
- iii. Provided information to the CWDB on planning meetings, listening sessions, or other public meetings related to the planning process:** An email was sent on September 25, 2018 with the flyer attached listing all the Community and Stakeholder Forums, including dates and location for each forum. A copy of the Email to CWDB for Statewide Posting is available on page A-13.

Forum Announcement Flyers

Verdugo Workforce Development Board

Stakeholder & Community Forums For Our Local Workforce Development Plan

The VWDB invites your participation in our Stakeholder and Community Forums to help us develop a plan that is reflective of our community's needs.

Individuals with Disabilities

October 18, 2018 • 1:30 p.m. – 3:30 p.m.

Services to Individuals with Disabilities through Competitive Integrated Employment
RSVP: vwdbforumdisabilities.eventbrite.com

English Language Learners

October 31, 2018 • 9:00 a.m. – 11:00 a.m.

Developing Strategies to Strengthen Services to English Language Learners, Foreign Born Individuals, and Refugees
RSVP: vwdbforumlanguage.eventbrite.com

CalFresh Consumers

November 8, 2018 • 9:00 a.m. – 11:00 a.m.

Expanding the Continuum of Care Model for CalFresh Consumers
RSVP: vwdbforumcalfresh.eventbrite.com

Non-Custodial Parents

November 15, 2018 • 9:00 a.m. – 11:00 a.m.

Developing a Universal Customer-Centered Service System for Non-Custodial Parents
RSVP: vwdbforumparents.eventbrite.com

Future Workforce

November 15, 2018 • 5:30 p.m.- 7:00 p.m.

Developing the Future Workforce
RSVP: vwdbforumworkforce.eventbrite.com

All forums will be held at the Verdugo Jobs Center
1255 S. Central Avenue, Glendale, CA 91204
818.409.0476 • www.verdugoworkforce.com



The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.
Auxiliary aids and services are available upon request to individuals with disabilities. TTY (818) 548-3857



Verdugo Workforce Development Board

Voices in Action

Join the discussion on important employment issues that affect your community

The Verdugo Workforce Development Board wants to put your voice into action! We invite you to our Stakeholder and Community Forums where we want to hear from you about important employment issues that affect you today. Your valuable feedback is critical in the development of a plan that is reflective of our community's workforce needs.

Who Should Attend?

EVERYONE! Residents, businesses, parents, community organizations, and education providers.

What are the Topics and When?

We welcome you to participate in one or all!

Individuals with Disabilities	October 18, 2018 1:30 p.m.—3:30 p.m.	Services to Individuals with Disabilities through Competitive Integrated Employment RSVP: wdbforumdisabilities.eventbrite.com
English Language Learners	October 31, 2018 9:00 a.m. – 11:00 a.m.	Developing Strategies to Strengthen Services to English Language Learners, Foreign-Born Individuals, and Refugees RSVP: wdbforumlanguage.eventbrite.com
CalFresh Consumers	November 8, 2018 9:00 a.m. – 11:00 a.m.	Expanding the Continuum of Care Model for CalFresh Consumers RSVP: wdbforumcalfresh.eventbrite.com
Non-Custodial Parents	November 15, 2018 9:00 a.m. – 11:00 a.m.	Developing a Universal Customer-Centered Service System for Non-Custodial Parents RSVP: wdbforumparents.eventbrite.com
Future Workforce	November 15, 2018 5:30 p.m.- 7:00 p.m.	Developing the Future Workforce RSVP: wdbforumworkforce.eventbrite.com

All forums will be held at the Verdugo Jobs Center
1255 S. Central Avenue, Glendale, CA 91204
818.409.0476 • www.verdugoworkforce.com



The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.

Auxiliary aids and services are available upon request to individuals with disabilities. TTY (818) 548-3857

Local News Article Posting for Community & Stakeholder Forums

Los Angeles Times

MEDIA GROUP

Development Board Public Meeting – Legal Notice

The Verdugo Workforce Development Board (VWDB) is modifying its Local Workforce Development Plan to ensure plans remain current and account for changes in labor market and economic conditions. The original plan, developed in 2016, established the types of workforce development activities that will be offered in the Verdugo Workforce Development Area (VWDA), including programs for unemployed job seekers and youth. The modification to the Plan addresses how the VWDB plans to work with four specific populations: Individuals with Intellectual and Developmental Disabilities, CalFresh recipients, Non-Custodial Parents, and English Language Learners. The VWDA consists of the cities of Burbank, Glendale and La Cañada Flintridge which is governed by a Joint Powers Agreement that creates the Verdugo Consortium.

The VWDB will conduct Public Stakeholder & Community Forums in order to solicit comments and recommendations from the community regarding how to address workforce issues facing these vulnerable populations. The public is invited to attend these forums.

All Forums will be held at the Verdugo Jobs Center located at 1255 S. Central Ave., Glendale, CA 91204. For more information and to RSVP, please visit the related Eventbrite page or call the Verdugo Work-

force Development Board at 818.548.2053.

Forum Topic: Individuals with Intellectual and Developmental Disabilities
Date: October 18, 2018
Time: 1:30 p.m. – 3:30 p.m.
Description: Services to Individuals with Intellectual and Developmental Disabilities through Competitive Integrated Employment
RSVP: vwdbforumdisabilities.eventbrite.com

Forum Topic: English Language Learners
Date: October 31, 2018
Time: 9:00 a.m. – 11:00 a.m.
Description: Developing Strategies to Strengthen Services to English Language Learners, Foreign Born Individuals, and Refugees
RSVP: vwdbforumlanguage.eventbrite.com

Forum Topic: CalFresh Consumers
Date: November 8, 2018
Time: 9:00 a.m. – 11:00 a.m.
Description: Expanding the Continuum of Care Model for CalFresh Consumers
RSVP: vwdbforumcalfresh.eventbrite.com

Forum Topic: Non-Custodial Parents
Date: November 15, 2018
Time: 9:00 a.m. – 11:00 a.m.
Description: Developing a Universal Customer-Centered Service System for Non-Custodial Parents
RSVP: vwdbforumparents.eventbrite.com

Forum Topic: Future Workforce
Date: November 15, 2018
Time: 5:30 p.m. – 7:00 p.m.
Description: Developing the Future Workforce
RSVP: vwdbforumworkforce.eventbrite.com

Email to CWDB for Statewide Posting

From: Israel, Tiffany
Sent: Tuesday, September 25, 2018 1:38 PM
To: 'Michael.Dowdy@cwdb.ca.gov'; 'Rafael.Aguilera@cwdb.ca.gov'; 'Bethany.Renfree@cwdb.ca.gov'
Subject: Local and Regional Planning Meeting Schedule and Location for Verdugo Workforce Development Board

Dear Bethany, Rafael and Michael,

Attached is the Local Planning Meeting Schedule and Location information for the Verdugo Workforce Development Board (VWDB). Please note that the date, time, and address have been provided for all of the meetings on the attached flyer.

If you have any questions or if you need any additional information, please let me know.

Thank you,

Tiffany Israel

Tiffany Israel • City of Glendale • Verdugo Workforce Development Board
1255 South Central Avenue • Glendale, CA 91204 • (818) 937-8076 • TIsrael@Glendaleca.gov



The VWDB is a proud partner of America's Job Center of CaliforniaSM Network



Email from Chancellor's Office Announcing Verdugo WDB Public Meetings

From: Kelly, Neil <nkelly@CCCCO.edu>
Sent: Friday, September 28, 2018 11:44 AM
To: Pranke, MaryAnn; Alfred Ramirez (aramirez@glendale.edu)
Subject: FW: WDB Public Meetings

FYI

Please share with your members....

<https://cwdb.ca.gov/regional-and-local-planning-guidance-py-18-19/community-engagement-meeting-notice/>

Verdugo Workforce Development Board

Date: October 18, 2018
Time: 1:30 a.m. to 3:30 p.m.
Location: Verdugo Jobs Center, 1255 S. Central Avenue, Glendale, CA 91204
Topic: Services to Individuals with Disabilities through Competitive Integrated Employment
[R.S.V.P.](#)

Date: October 31, 2018
Time: 9:00 a.m. to 11:00 p.m.
Location: Verdugo Jobs Center, 1255 S. Central Avenue, Glendale, CA 91204
Topic: Developing Strategies to Strengthen Services to English Learners, Foreign Born Individuals and Refugees
[R.S.V.P.](#)

Date: November 8, 2018
Time: 9:00 a.m. to 11:00 p.m.
Location: Verdugo Jobs Center, 1255 S. Central Avenue, Glendale, CA 91204
Topic: Expanding the Continuum of Care Model for CalFresh Consumers
[R.S.V.P.](#)

Date: November 15, 2018
Time: 9:00 a.m. to 11:00 a.m.
Location: Verdugo Jobs Center, 1255 S. Central Avenue, Glendale, CA 91204
Topic: Developing a Universal Customer-Centered Service System for Non-Custodial Parents
[R.S.V.P.](#)

Date: November 15, 2018
Time: 5:30 p.m. to 7:00 p.m.
Location: Verdugo Jobs Center, 1255 S. Central Avenue, Glendale, CA 91204
Topic: Developing the Future Workforce
[R.S.V.P.](#)

Outreach Contact List

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Maria	Alfaro	Customer	ID/DD	N/A	10/4/18	10/16/18	N/A
Advanced LA List	Christine	Allen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Barbara	Ansell	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Cynthia	Atencio	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Bonnie	Auerbach	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Ivan	Ayala	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Niki	Bahri	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mary	Baker	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rebecca	Baker	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mary	Baker-Ericzen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Debra	Balke	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Edmond	Banayan	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Priscilla	Barajas	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rosemarie	Becerra-Ayala	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Courtney	Behrenhausen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jonine	Biesman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Aimee	Bikel	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nita	Birnbaum	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Blair	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Deborah	Blair Porter	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Darren	Blatt	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Florence	Bracy	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Tammy	Brandt	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Erin	Broughton-Rodriguez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Agueda	Cabrera	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jeanine	Caro-Delville	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Danny	Castanon	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lizeth	Cervantes	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Brandt	Chamberlain	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Amy	Cheifetz	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Karyn	Clark	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jill	Cogan	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Cohen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Stacey	Cohen-Maitre	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Kerry	Connelly-Jimenez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jesus	Corrales	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Criss	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Marcy	Dann	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Linda	Davis	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Marianne	Davis	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Melissa	Delhomme	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Alisa	Dennis	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Gabrielle	DePaul	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Shoghig	Dikijian	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Patricia	Doelitzsch	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Laura	Dominguez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Victoria	Dunckley	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rita	Eagle	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Diana	Enzmann	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Citlalic	Espinosa	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Zeba	Fahid	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nadia	Farah	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mariela	Feldman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Marianne	Finerman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lily	Francus	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Susan North	Gilboa	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Ruth	Ginsberg	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jennifer	Glazer	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rhonda	Glowalla	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Royce	Goldman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jasmine	Goulet	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Benita	Grauman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Melanie	Green	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Maximilian	Greenberg	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Loren	Grossman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Harriet	Grossman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Christian	Guerrero	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Angela	Guta	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Emily	Harris	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Shanna	Hart	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lori	Hecht	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Cheryl	Hein	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Allen	Somson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Hewett	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	David	Huerta	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Emily	Iland	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Laura	Isaacs	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rita	Izralson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Gabrielle	Izralson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Joanna	Jacobs	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Janet	Jarquín	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Alicia	Jennings	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Martha	Jimenez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mario	Johanson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Linda	Karchem	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Amy	Kasai	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Karen	Kass	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sahar	Kazemi	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Norma	Kehdi	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Stephanie	Kerfoot	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Taleen	Khatchadourian	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Stephen	Kinsey	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Martha	Klassen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sigalit	Klein	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Josephine	Ko	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Tom	Komp	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Avlyn	Kotton	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jennifer	Kusch	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Melinda	Labuguen Nguyen	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Cindy	LaCost	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Linda	Lawton	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lauren	Leavitt	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Catherine	Lee	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Kim	Letendre	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Maggie	Levine	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Beth	Levy	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Naomi	Levy	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Betsy	Lindsay	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Karen	Littmann-Davis	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Patricia	Marion	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Soryl	Markowitz	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jane	Marlis	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jessica	McCabe	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Rebecca	McCabe	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Sally	McFarlane	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	George	McKay III	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Susan	McNary, PhD	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Gil	Menchaca	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lynda	Metzger	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nicole	Michaeli	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Ronit	Molko	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sheryl	Monaughan	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Morris	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jeffrey	Morrow	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Aljuana	Neal	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Caterina	Nelli	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Deirdre	Newell	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Harri	O'Kelley	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Paula	Paez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Beth	Pauline	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Anya	Perea	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Erika	Perry-Dutton	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jeanette	Pintos	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sharon	Pollock	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Noah	Pollock	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Danielle	Price	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Efthymia	Pyladaki	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Lisette	Rabinow-Palley	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Neric	Rebollar	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Andrea	Redmond	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jerrine	Reich-Murphy	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nancy	Rene	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Cheryl	Renkow Morrow	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Frances	Ricks	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mechelle	Robinson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Liz	Rodgers	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Diane	Rogers	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sonia	Roman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mishelle	Ross	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Ian	Russ	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jennifer	Samstag	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Julie	Scurry	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Shari	Shaw	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Candice	Sherbin	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Leah	Silverman	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Diane	Smith	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lila	Snow	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jill	Spivack	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Ashley	Stacy	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Lindsey	Sterling	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Amy	Stone	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Jen	Stroud	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Stacey	Susser	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sharon	Teruya	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Bobbi	Thompson	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mia	Titilah	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Joyce	Tsai	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Brian	Urquhart	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nellie	Valentine	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Joanne	Valli-Meredith	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Clarissa	Vasquez	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Juliana	Veksler	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Carlos	Velasco	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Nicole	Webb	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Debby	Webb	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sarah	Weber	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Charles	Wigle	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Mikaela	Winchester	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Michelle	Wolf	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Peter	Wu	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Angela	Yi	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Sheila	Zaft	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Shauna	Zeilig	Customer	ID/DD		10/4/18	10/16/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Advanced LA List	Rodney	Ziebol	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Natalia	Zuppari	Customer	ID/DD		10/4/18	10/16/18	
Advanced LA List	Olga	Zysman	Customer	ID/DD		10/4/18	10/16/18	
AEP	Melissa	Younesian	Verdugo Jobs Center	All	9/30/18	10/4/18	10/17/18	Staff
AEP	Nancy	Osipo-Peera	Department of Rehabilitation	ID/DD	9/30/18	10/4/18	10/17/18	10/5/18
AEP	Olabisi	Oyewo	Employment Development Department	Partner	9/30/18	10/4/18	10/17/18	
AEP	Deb	Rinder	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Jan	Swinton	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Tiffany	Israel	Verdugo Workforce Development Board	All	9/30/18	10/4/18	10/17/18	Staff
AEP	MaryAnn	Pranke	Glendale LEARNS / Verdugo Workforce Development Board	All	9/30/18	10/4/18	10/17/18	Staff
AEP	Judith	Velasco	Verdugo Workforce Development Board	All	9/30/18	10/4/18	10/17/18	Exec Director
AEP	Joylene	Wagner	Verdugo Workforce Development Board	All	9/30/18	10/4/18	10/17/18	Staff
AEP	Alfred	Ramirez	Glendale LEARNS / Adult Education Program	ELL	9/30/18	10/4/18	10/17/18	
AEP	Emilio	Urioste	Burbank Adult School	ELL	9/30/18	10/4/18	10/17/18	
AEP	Guillermo	Garcia	City of Glendale, Library Arts & Culture	ELL	9/30/18	10/4/18	10/17/18	
AEP	Nare	Garibyan	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Maurice	James	Clark Magnet High School	All	9/30/18	10/4/18	10/17/18	
AEP	Ilin	Magran	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
AEP	Felix	Melendez	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Ellen	Oppenberg	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Maria	Ramirez	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Tiffany	Nakawatase	Glendale Community College	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Rick	Saunders	Foothill Special Education Local Plan Area (SELPA)	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Martin	Zogg	International Rescue Committee	ELL	9/30/18	10/4/18	10/17/18	
AEP	Talar	Aintablian	Armenian Relief Society of Western USA, Social Services	ELL	9/30/18	10/4/18	10/17/18	
AEP	Jaime	Alarcon	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Scott	Anderle	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Tina	Andersen-Wahlberg	Glendale Community College, DSPS	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Shelley	Aronoff	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Patrice	Barkster	The Campbell Center	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Lauren	Castillo	Department of Rehabilitation	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Maria	Czech	Glendale Community College, Continuing Education	All	9/30/18	10/4/18	10/17/18	
AEP	Aarin	Edwards	Glendale Community College,	All	9/30/18	10/4/18	10/17/18	
AEP	Abigail	Espericueta	The Campbell Center	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Jonathan	Fein Proano	International Rescue Committee	ELL	9/30/18	10/4/18	10/17/18	
AEP	Bill	Fraser	Catholic Charities, Los Angeles, Inc.	ELL	9/30/18	10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
AEP	Hilda	Ghazarian	International Rescue Committee	ELL	9/30/18	10/4/18	10/17/18	
AEP	Jesse	Holm	Glendale Community College	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Karen	Ingram	Lanterman Regional Center	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Carmen	Jimenez-Wynn	Lanterman Regional Center	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Sosi	Kakosian	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Kelli	King	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Sherry	Kully	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Lia	Lerner	Burbank Adult School	ELL	9/30/18	10/4/18	10/17/18	
AEP	Lora	Martinolich	City of Glendale, Library Arts & Culture	ELL	9/30/18	10/4/18	10/17/18	
AEP	Nancy	Medina	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Donna	Mohamadi	Glendale Unified School District	All	9/30/18	10/4/18	10/17/18	
AEP	Linda	Osborn	Los Angeles County Office of Education	CalFresh	9/30/18	10/4/18	10/17/18	
AEP	Caryn	Panec	Adjunct Faculty Instructor	All	9/30/18	10/4/18	10/17/18	
AEP	Janette	Panganiban	Glendale Community College	All	9/30/18	10/4/18	10/17/18	
AEP	Naomi	Sato	Glendale Community College	ELL	9/30/18	10/4/18	10/17/18	
AEP	Jason	Schlatter	Glendale Communitas Initiative	All	9/30/18	10/4/18	10/17/18	
AEP	Brenda	Thomas	Catholic Charities, Los Angeles, Inc.	ELL	9/30/18	10/4/18	10/17/18	
AEP	Lilik	Vartanians	Armenian Relief Society	ELL	9/30/18	10/4/18	10/17/18	
AEP	Julio	Vicente	Frank D. Lanterman Regional Center	ID/DD	9/30/18	10/4/18	10/17/18	
AEP	Nona	Yegiazaryan	Employment Development Department	All	9/30/18	10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
AEP	Deanna	Yeterian	Glendale Community College, Continuing Education	All	9/30/18	10/4/18	10/17/18	
AEP	Jan	Young	Glendale Community College, Continuing Education	All	9/30/18	10/4/18	10/17/18	
AEP	Megan	Ernst	Glendale Community College, Continuing Education	ELL	9/30/18	10/4/18	10/17/18	
Chamber	Organization	Email	Burbank Chamber of Commerce	Business		10/9/18	10/17/18	
Chamber	Organization	Email	La Cañada Flintridge - Chamber of Commerce	Business		10/9/18	10/17/18	
Chamber	Organization	Email	Crescenta Valley Chamber of Commerce	Business		10/9/18	10/17/18	
Chamber	Robert	Heidt	Glendale Chamber of Commerce	All		10/9/18	10/17/18	
Community Partner	Armond	Aghakhanian	BUSD	All		10/4/18	10/17/18	
Community Partner	Adriana	Garcia	City of Burbank	All		10/4/18	10/17/18	
Community Partner	Armina	Gharpetian	GUSD	All		10/4/18	10/17/18	
Community Partner	Karine	Grigoryan	Glendale Youth Alliance	All		10/4/18	10/17/18	
Community Partner	Phyllis	Ishisaka	GUSD	All		10/4/18	10/17/18	
Community Partner	Kristine	Nam	GCC	All		10/4/18	10/17/18	
Community Partner	Shant	Sahakian	GUSD,	All		10/4/18	10/17/18	
Community Partner	Jarrold	DeGonia	Senior Field Deputy for Supervisor Barger	All		10/4/18	10/17/18	
Community Partner	Nona	Yegiazaryan	EDD	All		10/4/18	10/17/18	
Community Partner	Matt	Hill		All		10/4/18	10/17/18	
Community Partner	Scott	Rubke	GCC	All		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Community Partner	Meski	Mengistu	DPSS-CalFresh	CalFresh		10/16/18	10/17/18	
Community Partner	Dellora	Ellis-Gant	DPSS-CalFresh	CalFresh		10/16/18	10/17/18	
Community Partner	Maria	Ayala	DPSS-NonCustodial	NC Parent		10/16/18	10/17/18	
Community Partner	Regina	Adkins-Williams	DPSS-NonCustodial	NC Parent		10/16/18	10/17/18	
Community Partner	Diana	Giannone	DPSS-General Workforce	CalFresh		10/16/18	10/17/18	
Community Partner	Dahlia	Cornejo	DPSS-General Workforce	CalFresh		10/16/18	10/17/18	
Community Partner	Margarita	Jimenez	DPSS-Refugee	ELL		10/16/18	10/17/18	
Community Partner	Maricela	Soto	DPSS-Refugee	ELL		10/16/18	10/17/18	
Elected Official	Blake	Dellinger	Field Rep. - Assembly Laura Friedman's Office	All		10/4/18	10/17/18	10/16/18
Elected Official	Victoria	Dochoghlian	Field Rep. - Assembly Laura Friedman's Office	All		10/4/18	10/17/18	10/16/18
Elected Official	Sarojini	Lall	District Dir. - Assembly Laura Friedman's Office	All		10/4/18	10/17/18	10/16/18
Elected Official	Dominick	Correy	District Rep. - State Senator Anthony Portantino's Office	All		10/4/18	10/17/18	10/16/18
Elected Official	Talin	Mangioglu	District Dir. - State Senator Anthony Portantino's Office	All		10/4/18	10/17/18	10/16/18
Elected Official	Zareh	Sinanyan	City of Glendale - Mayor	All		10/9/18	10/17/18	
Elected Official	Paula	Devine	City of Glendale - Councilmember	All		10/9/18	10/17/18	
Elected Official	Ara	Najarian	City of Glendale - Councilmember	All		10/9/18	10/17/18	
Elected Official	Gharpetian	Vartan	City of Glendale - Councilmember	All		10/9/18	10/17/18	
Elected Official	Vrej	Agajanian	City of Glendale - Councilmember	All		10/9/18	10/17/18	
Elected Official	Emily	Gabel-Luddy	City of Burbank - Mayor	All		10/9/18	10/17/18	
Elected Official	Sharon	Springer	City of Burbank - Vice Mayor	All		10/9/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Elected Official	Bob	Frutos	City of Burbank - Councilmember	All		10/9/18	10/17/18	
Elected Official	Timothy	Murphy	City of Burbank - Councilmember	All		10/9/18	10/17/18	
Elected Official	Jess	Talamantes	City of Burbank - Councilmember	All		10/9/18	10/17/18	
Elected Official	Teresa "Terry"	Walker	La Cañada Flintridge - Mayor	All		10/9/18	10/17/18	
Elected Official	Leonard	Pieroni	La Cañada Flintridge - Mayor Pro Tem	All		10/9/18	10/17/18	
Elected Official	Gregory	Brown	La Cañada Flintridge - Councilmember	All		10/9/18	10/17/18	
Elected Official	Jonathan	Curtis	La Cañada Flintridge - Councilmember	All		10/9/18	10/17/18	
Elected Official	Michael	Davitt	La Cañada Flintridge - Councilmember	All		10/9/18	10/17/18	
LA Basin List	Wan-Chun	Chang	Department of Rehabilitation	All		10/4/18	10/17/18	10/15/18
LA Basin List	David	Eder	City of Los Angeles WDB	All		10/4/18	10/17/18	
LA Basin List	Yolanda	Castro	SELACO	All		10/4/18	10/17/18	
LA Basin List	Michael	Sir	SELACO	All		10/4/18	10/17/18	
LA Basin List	Gregory	Irish	City of Los Angeles WDB	All		10/4/18	10/17/18	
LA Basin List	Otto	Solorzano	WDACS	All		10/4/18	10/17/18	
LA Basin List	Diane	Russell-Carter	Foothill WDB	All		10/4/18	10/17/18	
LA Basin List	Jan	Vogel	SBWIB	All		10/4/18	10/17/18	
LA Basin List	Nick	Schultz	Pacific Gateway	All		10/4/18	10/17/18	
LA Basin List	Richard	Verches	Los Angeles/Orange County Regional Consortium	All		10/4/18	10/17/18	
LA Basin List	Gustavo	Chamorro	Los Angeles/Orange County Regional Consortium	All		10/4/18	10/17/18	
LA Basin List	Denise	McKnight (Moze)	Department of Rehabilitation	ID/DD		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
LA Basin List	Elizabeth	Akinola	Administration for Community Living (ACL)	All		10/4/18	10/17/18	
LA Basin List	Emily	Hering	For CalWORKS County Contact	CalFresh		10/4/18	10/17/18	
LA Basin List	Sarah	Turner	For CalFresh County Contact	CalFresh		10/4/18	10/17/18	
LA Basin List	Organization	Email	Homeless Employment Collaborative	CalFresh		10/4/18	10/17/18	
LA Basin List	Organization	Email	Armenian Relief Society Social Service	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Community Enhancement Services	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	PARS Equality Center	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	United Cambodian Community, Inc.	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Southeast Asian Community Alliance	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Thai Community Development Center	ELL		10/4/18	10/17/18	
LA Basin List	Hayley	Levy	Special Services for Groups	ELL		10/4/18	10/17/18	
LA Basin List	Mike	Watanabe	Asian American Drug Abuse Program — Corporate Office	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Asian Pacific Islander Small Business Program	ELL		10/4/18	10/17/18	
LA Basin List	Ellen	Chen	Asian Professional Exchange	ELL		10/4/18	10/17/18	
LA Basin List	Michell	Freridge	Asian Youth Center	ELL		10/4/18	10/17/18	
LA Basin List	Kim	Kuoch	Cambodian Association of America	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Center for Asian Americans United for Self	ELL		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
			Empowerment (CAUSE)					
LA Basin List	Deborah	Suh	CAUSE	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Center for the Pacific Asian Family	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Chinatown Community for Equitable Development	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Chinatown Service Center	ELL		10/4/18	10/17/18	
LA Basin List	Nancy	Takayama	JACL - Pacific Southwest District	ELL		10/4/18	10/17/18	
LA Basin List	Lian	Cheun	Khmer Girls in Action	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Korean American Coalition - Los Angeles Chapter	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Korean American Coalition - Los Angeles Chapter	ELL		10/4/18	10/17/18	
LA Basin List	Hyepin	Im	Korean Churches for Community Development	ELL		10/4/18	10/17/18	
LA Basin List	Hee Joo	Yoon	Korean Resource Center	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Koreatown Immigrant Workers Advocates	ELL		10/4/18	10/17/18	
LA Basin List	Johng	Song	Koreatown Youth & Community Center	ELL		10/4/18	10/17/18	
LA Basin List			Kutturan Chamoru Foundation	ELL		10/4/18	10/17/18	
LA Basin List	Heidi	Quenga	Kutturan Chamoru Foundation	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Leadership Education for Asian Pacific, Inc.	ELL		10/4/18	10/17/18	
LA Basin List	Deanna	Marsubayashi	Little Tokyo Service Center	ELL		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
LA Basin List	Zula	Damdin	Los Angeles Mongolian Association	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Miguel Contreras Foundation	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	National Immigration Law Center(NILC)	ELL		10/4/18	10/17/18	
LA Basin List	June	Pouesi	Office of Samoan Affairs	ELL		10/4/18	10/17/18	
LA Basin List	Kerri	Doi	Pacific Asian Consortium in Employment (PACE)	ELL		10/4/18	10/17/18	
LA Basin List	Celia	Andrade	PACE	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Pilipino Workers' Center	ELL		10/4/18	10/17/18	
LA Basin List	Dorothy	Vaivao	Samoan National Nurses Association	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Search To Involve Pilipino Americans	ELL		10/4/18	10/17/18	
LA Basin List	Manjusha	Kulkarni	South Asian Network	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Building Skills Partnership	ELL		10/4/18	10/17/18	
LA Basin List	Jessica	Quintana	Centro Community Hispanic Association, Inc. (CHA)	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA)	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	Filipino Migrant Center	ELL		10/4/18	10/17/18	
LA Basin List	Maggie	Mirales	Hospitality Training Academy (HTA)	ELL		10/4/18	10/17/18	
LA Basin List	Organization	Email	California Immigrant Policy Center	ELL		10/4/18	10/17/18	
LA Basin List	Steve	Lee	Catholic Charities-Los Angeles	ELL		10/4/18	10/17/18	10/16/19

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
LA Basin List	Lilian	Alba	International Institute of Los Angeles	ELL		10/4/18	10/17/18	
LA Basin List	Robert	Alcazar	Proteus, Inc.	CalFresh		10/4/18	10/17/18	
LA Basin List	Organization	Email	Paving the Way Foundation, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	Angela	Knox	Tarzana Treatment Centers, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	The Anti-Recidivism Coalition	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	Inside Out Writers	Reentry		10/4/18	10/17/18	
LA Basin List	Margaret	Dooley-Sammuli	ACLU Southern California	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	Countywide Criminal Justice Coordination Committee	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	Volunteers of America Los Angeles	Reentry		10/4/18	10/17/18	
LA Basin List	Lynn	Nguyen	A New Way of Life	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	ACCE Institute	Reentry		10/4/18	10/17/18	
LA Basin List	John	Kim	Advancement Project	Reentry		10/4/18	10/17/18	
LA Basin List	Shane	Goldsmith	Liberty Hill Foundation	Reentry		10/4/18	10/17/18	
LA Basin List	Patricia	Guerra	Volunteers of America Bay Area	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	Homeboy Industries	Reentry		10/4/18	10/17/18	
LA Basin List	Organization	Email	Life After Uncivil Ruthless Act (LAURA)	Reentry		10/4/18	10/17/18	
LA Basin List	Steve	Diaz	LA Community Action Network	Reentry		10/4/18	10/17/18	
LA Basin List	Sarah	Leistikow	Center for Employment Opportunities	Reentry		10/4/18	10/17/18	
LA Basin List	Thomas	Crawford	Sadler Healthcare, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	William	Moore	Sadler Healthcare, Inc.	Reentry		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
LA Basin List	Fred	Brown	Fred Brown Recovery Services	Reentry		10/4/18	10/17/18	
LA Basin List	Judith	Rojas	Southern California Alcohol and Drug Program	Reentry		10/4/18	10/17/18	
LA Basin List	Ben	Owens	Detour Mentoring Group, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	Troy	Vaughn	Los Angeles Regional Reentry Partnership	Reentry		10/4/18	10/17/18	
LA Basin List	Amber Rose	Howard	Californians United for a Responsible Budget (CURB)	Reentry		10/4/18	10/17/18	
LA Basin List	C.	Martinez	U.S. Veterans Initiative	Reentry		10/4/18	10/17/18	
LA Basin List	Jackie	Catlin	Chapman House	Reentry		10/4/18	10/17/18	
LA Basin List	Kathy	Romo	Safe Refuge	Reentry		10/4/18	10/17/18	
LA Basin List	Vince	Scribner	Tarzana Treatment Centers, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	Mary	Weaver	Friends Outside	Reentry		10/4/18	10/17/18	
LA Basin List	Wan Chun	Chang	Department of Rehabilitation	ID/DD		10/4/18	10/17/18	
LA Basin List	Errol	Small	Phoenix House of California, Inc.	Reentry		10/4/18	10/17/18	
LA Basin List	Steven	Golightly	Local Child Support Agency	NC Parent		10/4/18	10/17/18	
LA Basin List	Steven	Eldred	Local Child Support Agency	NC Parent		10/4/18	10/17/18	
MOU Partners	Olabisi	Oyewo	EDD	Partner		10/4/18	10/17/18	
MOU Partners	Diana	Giannone	DPSS	CalFresh		10/4/18	10/17/18	
MOU Partners	Adriana	Garcia	City of Burbank	All		10/4/18	10/17/18	
MOU Partners	Nona	Yegiazaryan	EDD	All		10/4/18	10/17/18	
MOU Partners	Alfred	Ramirez	GCC/GlendaleLEA RNS Adult Ed	All		10/4/18	10/17/18	
MOU Partners	Sheryl	Turner	Pasadena YouthBuild	All		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
MOU Partners	Alla	Kogan	Community Enhancement Services	ELL		10/4/18	10/17/18	
MOU Partners	Nancy	Osipo-Peera	Department of Rehabilitation	ID/DD		10/4/18	10/17/18	
MOU Partners	Irena	Seta	Friends Outside	Reentry		10/4/18	10/17/18	
MOU Partners	Tam	Granflor	EDD - UI	All		10/4/18	10/17/18	
MOU Partners	Joanna	Putt	Department of Rehabilitation	ID/DD		10/4/18	10/17/18	
MOU Partners	Lucy	Alexan	Burbank Adult School	ELL		10/4/18	10/17/18	
MOU Partners	Emilio	Urioste	Burbank Adult School	ELL		10/4/18	10/17/18	
MOU Partners	Jan	Swinton	Glendale Community College	All		10/4/18	10/17/18	
MOU Partners	Karine	Grigoryan	Glendale Youth Alliance	All		10/4/18	10/17/18	
MOU Partners	Irene	Pelayo	LA County WDACS	All		10/4/18	10/17/18	
Partner	Nikki	Winslow	Glendale Library	ELL		10/17/18	10/17/18	
Partner	Gary	Shaffer	Glendale Library	ELL		10/17/18	10/17/18	
Partner	Susie	Pittman	Build Rehabilitation	ID/DD		10/17/18	10/17/18	
Partner	Christofer	Arroyo	State Council on Developmental Disabilities	ID/DD		10/17/18	10/17/18	
Staff	Diana	Antonio	Verdugo Workforce Development Board	All		10/4/18	10/17/18	Staff
Staff	Haik	Yakhsuzyan	Verdugo Workforce Development Board	All		10/4/18	10/17/18	Staff
Uniquely Abled	Bustamante	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Fields	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Gonzalez	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Estavillo	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Hacobian	Family	Customer	ID/DD		10/8/19		10/16/19

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
Uniquely Abled	Hanna	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Kaiser	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Khalil	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Lam	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Loney	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Mariscal	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Mathew-Joseph	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Monette	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Robinson	Family	Customer	ID/DD		10/8/19		10/16/19
Uniquely Abled	Schmidt	Family	Customer	ID/DD		10/8/19		10/16/19
VEAP Grant	Lisa	Raggio	Wellness Works	All		10/4/18	10/17/18	
VEAP Grant	Cindy	Bengston	Leadership Pasadena	All		10/4/18	10/17/18	
Verdugo Consortium	Brady	Griffin	City of Burbank	All		10/4/18	10/17/18	
Verdugo Consortium	Ann	Wilson	La Canada Flintridge City Manager Office	Partner		10/4/18	10/17/18	
Verdugo Consortium	Mark	Alexander	La Canada Flintridge City Manager	Partner		10/4/18	10/17/18	
VSTCC	Nina	Schultz	WIPA / SSA	ID/DD		10/4/18	10/17/18	Staff
VSTCC	Angela	Andikyan	One-Stop Operator	All		10/4/18	10/17/18	
VSTCC	Rosette	Aghekian	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Allie	Akobian	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Yeranui	Barsegyan	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Karen	Bomar	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Karen	Carlson	Glendale Unified School District	All		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
VSTCC	Jim	Cartnal	La Cañada Unified School District	All		10/4/18	10/17/18	
VSTCC	Martha	Cuevas	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Sharon	Cuseo	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Doug	Dall	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Diana	Dysthe	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Neda	Farhoumand	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Mark	Farquhar	Cal State Northridge	All		10/4/18	10/17/18	
VSTCC	Peggy	Flynn	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Steve	Frintner	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Sory	Hinton-Jordan	EDD	All		10/4/18	10/17/18	
VSTCC	Olga	Iraheta	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Jenny	Jones	Clark Magnet High School	All		10/4/18	10/17/18	
VSTCC	Linda	Lindley	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Narineh	Makijan	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Erick	Matos	Senior Field Deputy for Supervisor Barger	All		10/4/18	10/17/18	
VSTCC	Daniel	Mehrabian	Consultant	All		10/4/18	10/17/18	
VSTCC	Felix	Melendez	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Louis	Melendez	Department of Rehabilitation	ID/DD		10/4/18	10/17/18	
VSTCC	Ani	Mkrtchyan	Employment Development Department	All		10/4/18	10/17/18	
VSTCC	Gayle	Nicholls-Ali	Pacific Oaks College	All		10/4/18	10/17/18	
VSTCC	Narineh	Oganyan	Employment Development Department	All		10/4/18	10/17/18	
VSTCC	Ellen	Oppenberg	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Donna	Plank		All		10/4/18	10/17/18	

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
VSTCC	Maria	Ramirez	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Lonny	Root		All		10/4/18	10/17/18	
VSTCC	Tiffany	Nakawatase	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Emma	Sanchez	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Freddy	Saucedo	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Tom	Voden	Glendale Community College	All		10/4/18	10/17/18	
VSTCC	Charlene	Tabet	Burbank Unified School District	All		10/4/18	10/17/18	
VSTCC	Louie	Tucci	Glendale Unified School District	All		10/4/18	10/17/18	
VSTCC	Karine	Turdjan	Glendale Unified School District	All		10/4/18	10/17/18	
VWDB	John	Acosta	Professional Musicians Local 47	Labor		10/4/18	10/17/18	10/5/18
VWDB	Ara	Aslanian	Inverselogic, Inc.	Business		10/4/18	10/17/18	10/5/18
VWDB	Greg	Astorian	ReMax Tri-City Realty	Business		10/4/18	10/17/18	10/5/18
VWDB	Cynthia	Banks	LA County, Community & Senior Services	All		10/4/18	10/17/18	10/5/18
VWDB	Onnig	Bulanikian	City of Glendale, Comm. Services & Parks	All		10/4/18	10/17/18	10/5/18
VWDB	Lucy	Burghdorf	Hollywood Burbank Airport	Business		10/4/18	10/17/18	10/5/18
VWDB	Susan (Sue)	Cabral-Ebert	IATSE Local 706	Labor		10/4/18	10/17/18	10/5/18
VWDB	Tris	Carpenter	AFSCME District 36	Labor		10/4/18	10/17/18	10/5/18
VWDB	Lee	Casady	IATSE Stage Local 33	Labor		10/4/18	10/17/18	10/5/18
VWDB	James (Jim)	Darcey	Copy Central	Business		10/4/18	10/17/18	10/5/18
VWDB	Marisol	Espinoza	Southern California Gas Company	Business		10/4/18	10/17/18	10/5/18
VWDB	Thomas (Tom)	Flavin	Burbank Chamber of Commerce	Business		10/4/18	10/17/18	10/5/18
VWDB	Nicholas (Nick)	Hacopian	Glen West Management Co	Business		10/4/18	10/17/18	10/5/18

Contact List	First Name	Last Name	Organization	Target Group	Email from Glendale LEARNS	Email Sent	Reminder Sent	Phone Calls Made
VWDB	Mary	Hamzoian	City of Burbank, Economic Development	Business		10/4/18	10/17/18	10/5/18
VWDB	Gavin	Koon	Operating Engineers, Local 501	Labor		10/4/18	10/17/18	
VWDB	Debbie	Kukta	KO Properties, Inc.	Business		10/4/18	10/17/18	10/5/18
VWDB	Chris	Lenz	Cal State University LA - Career Dev. Svcs.	All		10/4/18	10/17/18	10/5/18
VWDB	BJ	McGuire	The Walt Disney Company	Business		10/4/18	10/17/18	
VWDB	George	Palazzo	Motion Picture Industry Pension & Health	Business		10/4/18	10/17/18	10/5/18
VWDB	Michael	Ritterbrown	GCC, Vice President, Instructional Services	Higher Ed		10/4/18	10/17/18	10/5/18
VWDB	Veronica	Romero	PacFed Benefits Administrators	Business		10/4/18	10/17/18	10/5/18
VWDB	Julio	Ruiz	LiquidSky Sports	Business		10/4/18	10/17/18	10/5/18
VWDB	Darlene	Sanchez	City of Glendale, Economic Development Corp.	Business		10/4/18	10/17/18	10/5/18
VWDB	Russell	Tanakaya	Glendale/Los Angeles Embassy Suites Hotel	Business		10/4/18	10/17/18	10/5/18
VWDB	Cesar	Valladares	EDD	Partner		10/4/18	10/17/18	10/5/18
VWDB	Terry	Walker	Providence St. Joseph Medical Center	Business		10/4/18	10/17/18	10/5/18

Community Stakeholder and Partner Forums/Meetings Attendees

AEP Meeting				
Thursday, September 20, 2018				
Category	Last Name	First Name	Organization	Group Representing
Education	Rinder	Deb	GUSD	ID/DD
	Sato	Naomi	GCC	ELL
	Saunders	Rick	SELPA	ID/DD
Government	Markosyan	Rubina	City of Glendale, Library Arts & Culture	ELL
Community Organization	Espericueta	Abigial	The Campbell Center	ID/DD
	Jimenez-Wynn	Carmen	Lanerman Regional Center	ID/DD
VWDB or VJC WIOA Title I Staff	Pranke	MaryAnn	VWDB	All
	Velasco	Judith	VWDB	All
	Wagner	Joylene	VWDB	All
VWDB One-Stop Partnership Meeting				
Wednesday, September 26, 2018				
Category	Last Name	First Name	Organization	Group Representing
Education	Alexan	Louisa	Burbank Adult School (BAS)	ELL
	Ramirez	Alfred	GCC	ELL
	Swinton	Jan	GCC	ID/DD
Government	Giannone	Diana	DPSS	CalFresh
	Peera	Nancy	(DOR)	ID/DD
Community Organization	Andikyan	Angela	GYA/One-Stop Operator	CalFresh, ID/DD, ELL, Non-Custodial
	Garcia	Adriana	Burbank Workforce Connection (BWC)	All
	Grigoryan	Karine	GYA	CalFresh, ID/DD, ELL, Non-Custodial
	Kim	Marlene	BWC	All
VWDB or VJC WIOA Title I Staff	Antonio	Diana	VWDB	All
	Kurdoghlian	Lori	VWDB	All
	Pranke	MaryAnn	VWDB	All
	Scott	Rasheedah	VJC	All
	Velasco	Judith	VWDB	All
	Younesian	Melissa	VJC	All

VWDB Quarterly Meeting				
Tuesday, October 09, 2018				
Category	Last Name	First Name	Organization	Group Representing
Education	Gharpetian	Armina	GUSD	All
	Ritterbrown	Michael	GCC/VWDB	All
Government	Bulanikian	Onnig	City of Glendale, Community Services and Parks/VWDB	All
	Oweyo	Olabisi	EDD	All
	Valladares	Cesar	EDD/VWDB	All
	Yegiazaryan	Nona	EDD	All
Community Organization	Andikyan	Angela	GYA	All
Business	Burghdorf	Lucy	Hollywood Burbank Airport/VWDB	Business
	Espinoza	Marisol	Southern California Gas Company/VWDB	Business
	Hacopian	Nick	Glen West Management Co./VWDB	Business
	Kukta	Debbie	KO Properties, Inc./VWDB	Business
	Palazzo	George	Motion Picture Industry Pension & Health/VWDB	Business
	Romero	Veronica	PacFed Benefits Administrator/VWDB	Business
	Ruiz	Julio	LiquidSky Sports/VWDB	Business
	Tanakaya	Russ	Embassy Suites Hotel/VWDB	Business
	Walker	Terry	Providence St. Joseph Medical Center/VWDB	Business
Labor	Casady	Lee	International Alliance of Theatrical Stage Employees (IATSE) 33/VWDB	Labor
	Koon	Gavin	Operating Engineers, Local 501/VWDB	Labor
VWDB or VJC WIOA Title I Staff	Antonio	Diana	VWDB	All
	Pranke	MaryAnn	VWDB	All
	Scott	Rasheedah	VJC	All
	Velasco	Judith	VWDB	All
	Wagner	Joylene	VWDB	All
	Yakhsuzyan	Haik	VWDB	All

VWDB Community Stakeholder Forum: Individuals with Intellectual and Developmental Disabilities				
Tuesday, October 18, 2018				
	Last Name	First Name	Organization	Group Representing
Category Education	Holm	Jesse	<i>GCC - Garfield Campus, DSPS</i>	<i>ID/DD</i>
	Howe-Flores	Jessica	<i>GUSD - F.A.C.T.S.</i>	<i>ID/DD</i>
	Ramirez	Alfred	<i>GCC - Garfield Campus</i>	<i>ELL & ID/DD</i>
	Walgenback	Aaron	<i>GUSD - TRECK</i>	<i>ID/DD</i>
Government	Han	Christina	<i>DOR</i>	<i>ID/DD</i>
	Melendez	Louis	<i>DOR</i>	<i>ID/DD</i>
Community Organization	Akomah	Vivian	<i>San Fernando Valley Community Mental Health Center, Inc.</i>	<i>ID/DD</i>
	Espericueta	Abigail	<i>The Campbell Center</i>	<i>ID/DD</i>
	Jimenez-Wynn	Carmen	<i>Frank D. Lanterman Regional Center</i>	<i>ID/DD</i>
	Pittman	Susie	<i>Build Industries</i>	<i>ID/DD</i>
	Kovach	Stephanie	<i>Foothill SELPA/F.A.C.T.S.</i>	<i>ID/DD</i>
	Saunders	Rick	<i>Foothill SELPA</i>	<i>ID/DD</i>
	Abdollah	Kamali		<i>ID/DD</i>
	Bustamante	Lourdes	<i>Parent</i>	<i>ID/DD</i>
VWDB or VJC WIOA Title I Staff	Antonio	Diana	<i>VWDB</i>	<i>All</i>
	Flores	Brenda	<i>VJC</i>	<i>All</i>
	Kurdoghlian	Lori	<i>VWDB</i>	<i>All</i>
	Pranke	MaryAnn	<i>VWDB</i>	<i>All</i>
	Rodriguez	Yesenia	<i>VJC</i>	<i>All</i>
	Velasco	Judith	<i>VWDB</i>	<i>All</i>
	Wagner	Joylene	<i>VWDB</i>	<i>All</i>
	Younesian	Melissa	<i>VJC</i>	<i>All</i>

VWDB Community Stakeholder Forum: English Language Learners				
Wednesday, October 31, 2018				
Category	Last Name	First Name	Organization	Group Representing
Education	Carrasco	Ophelia	GCC	All
	Ramirez	Alfred	GCC	ELL & ID/DD
	Tu	Karen	GCC	All
Community Organization	Atabekyan	Alina	DPSS - LA County	ELL
	Andikyan	Angela	GYA	CalFresh, ID/DD, ELL, Non-Custodial
	Mubako	Henrietta	San Fernando Valley Community Mental Health Center, Inc. (SFVCMHC)	ID/DD
	Fein	Jonathan	IRC	ELL
	Ghazarian	Hilda	IRC	ELL
	Grigoryan	Karine	GYA	All
	Fraser	Bill	Catholic Charities of Los Angeles (CCLA)	ELL
	Nava	Rafael	SFVCMHC	ID/DD
	Osipova	Maya	CCLA	ELL
	Reyhanian	Jilbert	CCLA	ELL
	Sarkisians	Hilda	Episcopal Diocese of Los Angeles (EDLA)	ELL
Thomas	Brenda	CCLA	ELL	
Business	Darcey	Jim	Copy Central	Business
VWDB or VJC WIOA Title I Staff	Antonio	Diana	VWDB	All
	Velasco	Judith	VWDB	All
	Wagner	Joylene	VWDB	All
	Younesian	Melissa	VWDB	All

VWDB Community Stakeholder Forum: CalFresh Consumers				
Thursday, November 08, 2018				
Category	Last Name	First Name	Organization	Group Representing
Education	Carrasco	Ophelia	GCC	All
	Grair	Julie	Burbank Adult School (BAS)	ELL
	Tu	Karen	GCC	All
Government	Gayles	Maurniece	DOR	ID/DD
	Hinton-Jordan	Sory	EDD	All
	Maghaguian	John	City of Glendale - Community Services & Parks	All

VWDB Community Stakeholder Forum: CalFresh Consumers				
Thursday, November 08, 2018				
Category	Last Name	First Name	Organization	Group Representing
	Melendez	Louis	DOR	ID/DD
Community Organization	Andikyan	Angela	GYA	All
	Grigoryan	Karine	GYA	All
	Schlatter	Jason	Communitas	CalFresh, ELL
VWDB or VJC WIOA Title I Staff	Antonio	Diana	VWDB	All
	Pranke	MaryAnn	VWDB	All
	Scott	Rasheedah	VJC	All
	Younesian	Melissa	VJC	All
	Velasco	Judith	VWDB	All
	Wagner	Joylene	VWDB	All
VWDB Community Stakeholder Forum: Non-Custodial Parents				
Thursday, November 15, 2018				
Category	Last Name	First Name	Organization	Group Representing
Government	Lewis	Jonna	Los Angeles County Child Support Services Department	Non-Custodial
Community Organization	Anguiano	Yolie	Friends of the Family	Reentry
	Grigoryan	Karine	GYA	All
VWDB or VJC WIOA Title I Staff	Antonio	Diana	VWDB	All
	Kurdoghlian	Lori	VWDB	All
	Pranke	MaryAnn	VWDB	All
	Younesian	Melissa	VJC	All
	Velasco	Judith	VWDB	All
	Wagner	Joylene	VWDB	All

VWDB Community Stakeholder Forum: Future Workforce				
Thursday, November 15, 2018				
Category	Last Name	First Name	Organization	Group Representing
Government	Cornejo	Dahlia	<i>Department of Social Services</i>	<i>CalFresh</i>
	Valladares	Cesar	<i>EDD</i>	<i>All</i>
Community Organization	Bengtson	Cindy	<i>Leadership Pasadena</i>	<i>ID/DD</i>
	Schlatter	Jason	<i>Communitas</i>	<i>CalFresh, ELL</i>
	Bustamante	Lourdes	<i>Parent</i>	<i>ID/DD Customer</i>
	Bustamante	Mark	<i>Uniquely Abled Academy Student</i>	<i>ID/DD Customer</i>
VWDB or VJC WIOA Title I Staff	Antonio	Diana	<i>VWDB</i>	<i>All</i>
	Pranke	MaryAnn	<i>VWDB</i>	<i>All</i>
	Younesian	Melissa	<i>VWDB</i>	<i>All</i>

Results of Forums & Meetings: Minutes & Stakeholder Input

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
September 20, 2018 ♦ 1:00pm-3:00pm

Attendees: Abigail Espericueta, Carmen Jimenez-Wynn, Rubina Markosyan, Deb Rinder, Naomi Sato, Rick Saunders, Joylene Wagner

Board Members: Judith Velasco

Staff: MaryAnn Pranke

Agenda

Agenda Item		Discussion Results
I.	Introduction	A. Welcome & Introductions
II.	Public Comments	A. Community Comments 1) No Community Comments were presented.
III.	Minutes	A. Review & Approval of Minutes for August 23, 2018 1) Tabled for October meeting; quorum not achieved for meeting.
IV.	Planning	A. Local Plan Modification 1) Addressing the Needs of Special Populations: MaryAnn reviewed requirements for local plan modification and the four groups that are the focus: non-custodial parents, English language learners, CalFresh recipients, people with intellectual and developmental disabilities. 2) Group Discussion on serving special populations: CalFresh Recipients a. Potential partners to assist in reaching and recruiting individuals: i. Nutritional Services – GUSD ii. Gain/Grow/TANF/WIC iii. CalFresh used to use Mobile Units; research to determine if they can come to VJC iv. Could there be access to a recipients' list for Glendale, Burbank residents? v. Can AB1270 be a resource vi. Establish system for referrals b. Specific needs of CalFresh recipients: housing, transportation, supportive services, childcare, job training, safety net: afraid of losing financial assistance, financial education, emotional intelligence, parent education, COC model for service provision 3) Non-Custodial Parents: Potential partners that can assist with outreach and recruitment: a. Family Court system b. Marketing to single parents c. Foster/homeless youth: connect to the parents d. Substance abuse centers and clinics e. Court appoints parents to attend parenting classes and other services to regain custody. Need to connect to these services

Agenda Item		Discussion Results
		f. Corrections /probation g. Mental health service providers 4) Intellectual and Development Disabilities: Connect to GUSD TRECK program a. Profile of the TRECK students: 18-22-year old's; No diploma; low skills; connected to DOR; some are taking classes at GCC b. Needs of students: easy access to services, fighting reputations of programs, GUSD made cold calls to recruit students c. Program features: i. Schedule is 8am – 2pm: room across the street from GCC Verdugo campus ii. From 8-10am, students come in to check in, plan what they are going to do iii. Checks in throughout the day iv. MaryAnn will follow up to connect with Aaron at TRECK
V.	Next Steps	A. Next meeting date: October 25, 2018
VI.	Adjourn	Adjourn: 3:00 pm

Notes from Flipcharts: Partner & Stakeholder Input

Potential Partners / Referral Sources for CalFresh

- Nutritional Services – GUSD
- Gain/Grow/TANF/WIC
- Mobile Units - CalFresh
- Promote to customers: Need better marketing / branding
- Partners need to understand requirements
- Partners need to strategize, outreach and make the connections
- Establish system for referrals – CalJOBS regional project

Barriers faced by CalFresh

- Housing
- Transportation
- Supportive services
- Childcare
- Job training
- Safety net: afraid of losing money
- Financial education
- Emotional intelligence
- Parent education
- Should use VWDB’s strategic co-enrolment system / COC model

Referral sources for CalFresh

- Connecting with agencies with referrals
- AB 1274. Can it be a resource?
- CalWORKs list?
- Cal fresh list?

Partners for Non-Custodial Parents:

- Court system-Family
- Marketing to single parents
- Foster/homeless – maybe find a way to connect to parents who are working towards unification (DPSS partnership)
- Substance abuse centers and clinics
- Court appointed services: seek providers to partner with
- Corrections /probation
- Mental health service providers

Referral Sources for ID/DD

- TRECK program as a new source (GUSD)
- 18-22 year old's
- No diploma
- Recent social
- Low skills
- Connected to DOR
- Some are at GCC

What partners need to do to serve TRECK students

- Make it easy to access
- Fighting reputations of programs
- Program conducts cold calls to students to recruit
- 8-2 program hours; located in room at college view
- 8-10 students come in to check in
 - Receive social skills training and counseling
 - Plan what they are going to do throughout the day
 - Program Director checks in throughout the day

Verdugo Workforce Development Board
One-Stop Partnership Quarterly Meeting
9/26/2018
9:30 a.m. to 11:30 a.m.

PARTNERS PRESENT: Lucy Alexan (Burbank Adult School), Adriana Garcia and Marlene Kim (Burbank Workforce Connection), Nancy Peera (Department of Rehabilitation), Diana Giannone (Department of Social Services), Alfred Ramirez and Jan Swinton (Glendale Community College) Karine Grigoryan (Glendale Youth Alliance), Melissa Younesian and Rasheedah Scott (Verdugo Jobs Center)

One-Stop Operator: Angela Andikyan

VWDB STAFF PRESENT: Judith Velasco, MaryAnn Pranke, Diana Antonio, Lori Kurdoghlian

CALL TO ORDER: 9:42 a.m. at the Verdugo Jobs Center by Angela Andikyan

I. Introductions

- A. One-Stop Operator Angela Andikyan summarized the agenda and announced that Verdugo Workforce Development Board staff Mary Ann Pranke will facilitate a presentation on the VWDB's Local Plan.

II. Minutes of June 06, 2018

- A. Minutes unanimously approved as presented.

III. Verdugo Workforce Development Board: Local Plan "Expanding Integrated Co-Enrollment for Special Populations"

- A. MaryAnn Pranke announced that the VWDB is modifying its Local Plan, as well as participating in the modification of the Regional Plan, and will be hosting stakeholder and community forums at the Verdugo Jobs Center.
1. The modification of the Local Plan is required every two years. Also, the State modified its plan and wants the Regional and Local areas to be in alignment.
 - a. The State wants to see how organizations are collaborating and engaging to assist the underserved populations.
 - b. The underserved populations the State will focus on include: individuals with disabilities, English language learners, CalFresh recipients, apprenticeships, non-custodial parents, and the re-entry population.
 - i. At the local level, the VWDB will focus on individuals with disabilities, English language learners, CalFresh recipients, non-custodial parents, and the future workforce.
 - Diana Giannone shared that the Department of Public Social Services (DPSS) is looking at GROW and GAIN as a model to develop a working program with the CalFresh population to serve its current contractors.
 2. The best process to assist the underserved population is by using the Continuum of Care Model.
 1. The goal is to have strategic co-enrollment by having a single universal process utilizing a streamlined system to integrate and improve the customer experience.
 2. Partners discussed increasing staff development to better serve these populations.
- C. The Partners provided suggestions of the organizations that the VWDB can network with.

IV. Desk Reference Guide

- A. Ms. Andikyan disseminated the Desk Reference Guide to the Partners.
 1. The guide includes the referral process, common referral form, and contact templates for each agency.
 2. Partners expressed concern that some of the organizations provided general 1-800 contact numbers. Partners wish to establish a more intimate relationship with one another.
- B. Ms. Andikyan stressed that she can be reached if partner staff have difficulty reaching another partner agency. She emphasized that information in the guide is to be used internally only; it is not to be shared with clients/customers.

V. New Business/Announcements

- A. Ms. Andikyan announced that the next meeting will be held at the Burbank Adult School on Wednesday, December 5.
- B. Alfred Ramirez announced that the colleges are undergoing a change in guided college pathways. The plan is to help students explore options and research the steps they would need to take to reach their goal.
 - 1. Partners suggested that the school district leaders and VSTCC members be involved in the partner meetings as well.
- C. Karine Grigoryan announced that the Glendale Youth Alliance is currently enrolling 18-24 year old youth into work experience and are accepting applications for the current program year.

VI. Public Comments: None

Adjournment: 11:23 am

**VWDB Quarterly Meeting
Employer Engagement & Input
October 9, 2018**

What apprehensions or concerns might employers have when hiring individuals from these populations?

Concerns?

- Productivity, time to complete tasks, safety, jobs suited for individual skill set
- Variation of skills (does employers have ability to on board or bring out the best in employer candidate)
- Workers comp could go up for employers
- Cost of accommodations and assistive tech. Who buys it and who maintains it

Potential solution

- We need to help build skills/sets via credentials to build out resumes of priority populations

Employers concerns / Perceptions

- Employee with disability, will they see increase in absenteeism?
- Liability, safety, theft with formerly incarcerated
- How much does employer disclose to staff?
- How does employer train staff to engage candidate?

How can we prepare our VJC clients (consumers) to address some of these employers' concerns?

- Certifications
- Diversity Training
- Volunteer experience to bridge employment gaps
- Bonding
- Soft skills training, Diplomacy skills, workplace etiquette
- Strong references /endorsements to validate client skills
- Support system around customer after placement provided by job center. Post-employment follow up offered in morning and evening
- Continued dialog with employer after placement
- Workplace expectations training
- What a client should expect on the job

How can we better engage our employers to address their concerns?

- Clear communication plan with employer about credentials, benefits of hiring our clients. Success stories, testimonials also matter
- incentives for hiring cost (OJT, work-based learning)
- more focus on success
- jobs center provides supportive services (transportation, work clothes)
- more focus on success stories about companies that have hired clients
- Steps video

Sidebar

Access to Employers

- EDD advisory council
- Chamber of Commerce Meetings

Questions to employers on board: Are there entry level positions that are amenable to this population?

Stakeholder & Community Forum:***Individuals with Disabilities***

Verdugo Jobs Center

1255 S. Central Avenue, Glendale, CA 91204

Thursday, October 18, 2018 ♦ 1:30 pm – 3:30 pm

ATTENDEES: Vivian Akomah, Lourdes Bustamante, Jessica Howe-Flores, Carmen Jimenez-Wynn, Stephanie Kovach, Louis Melendez, Rick Saunders, Susie Pittman, Christina Han, Alfred Ramirez, Abigail Esperiaeta, Brenda Flores, Jesse Holm, Yesenia Rodriguez, Joylene Wagner, Aaron Walgenbach,

STAFF PRESENT: Judith Velasco, MaryAnn Pranke, Melissa Younesian, Diana Antonio, Lori Kurdoghlian

CALL TO ORDER 8:30 am at the Verdugo Jobs Center

I. Introductions

- A. Judith Velasco, Executive Director of the Verdugo Workforce Development Board (VWDB), welcomed the attendees and thanked them in advance for the feedback they will be providing regarding providing services and assistance to individuals with disabilities.
1. The purpose of the forum is to gather feedback and improve the services the VWDB provides to the Verdugo region: Burbank, Glendale, and La Cañada Flintridge.
 - a. The feedback provided will assist the VWDB in modifying its Local Plan.
 - i. A modification of the Local Plan is required every two years. The State also modifies their plan and requires that the Local Plan be aligned to their plan.
 2. The VWDB's Local Plan focuses on the following underserved populations: People with Disabilities, English Language Learners, Cal-Fresh Consumers, Non-Custodial Parents, and the Re-Entry population.

II. Presentation: *Changing Lives Forever: Local Workforce Development Plan Modification*

- A. VWDB Staff MaryAnn Pranke facilitated the forum which focused on individuals with intellectual (ID) and development disabilities (DD).
1. A copy of the presentation was disseminated to the attendees.
- B. The following agencies assist people with disabilities with Competitive Integrated Employment (CIE): the Department of Rehabilitation (DOR) assists 100,000 individuals, the California Department of Education (CDE) assists 137,000 students, and the California of Developmental Disabilities (DDS) assists 141,207 working age individuals.

III. Questions and Feedback

- A. **How can we reach ID/DD youth and adults to introduce them to workforce development services?**
1. Stakeholders recommended:
 - a. Creating public service announcements to air on city channels and on the public radio
 - b. Attending disability expos
 - c. Posting flyers at the libraries
 - d. Forming partnerships with the regional centers and attending their events
 - e. Having a Department of Rehabilitation (DOR) contact
 - f. Reaching out to the school's Parent-Teacher Associations
 - g. Assisting youth at an early age
 2. A concern raised is that there is high turnover for regional service coordinators.
 - a. Collaboration and active partner engagement could be a solution to this issue.
 3. A concern mentioned by a parent is the lack of support from colleges and public agencies to navigate the college system.
- B. **How can we increase strategic co-enrollments for ID/DD individuals?**
1. Which partners are we missing?

- a. Glendale Unified School District's Foothill Area Community Transition Services (F.A.C.T.S.) and Transition Resources for Employment and Career Knowledge (TRECK)
- b. State Council of Disability
- c. Foothill Autism Alliance
- d. Autism Society of Los Angeles
2. How can we strategically integrate these partners into our continuum of care model?
 - a. Create a core team to meet with the directors of special education with informational packets
 - b. Have an outreach strategy
 - c. Start with the schools
3. What barriers or challenges should we expect?
 - a. Clients being referred to the wrong person
 - b. Difficulty integrating resources and sharing the credit
 - c. Having a consistent message/communication throughout the partner organizations
 - d. Organizations have their own policies they cannot stray from
- C. **How can we increase career pathway opportunities for individuals with ID/DD?**
 1. Hone in on individual's interest and develop a skills set to satisfy employer needs
 2. Support work-based learning opportunities
 3. Reinforce what the individual knows and is comfortable with
 4. Outreach to teachers and local faith-based organizations
- D. **How can we integrate job development for CIE?**
 1. Work on an employer toolkit for employers
 2. Have an incentive program
- E. **How can we work together to engage business?**
 1. Ms. Velasco mentioned that the VWDB business board members expressed concerns on employee work safety, work consistency, and how to integrate the worker into the workplace culture.
 2. Stakeholders recommended:
 - a. Creating an Employer Steering Committee
 - b. Having the employer involved at the very beginning

IV. Adjournment: 3:33 pm

Notes from Flipcharts: Partner & Stakeholder Input

Intellectual / Developmental Disabilities (ID/DD) include the following:

- Autism
- CP
- Down Syndrome
- Fragile X
- ADHD

Intellectual Functioning

Intellectual functioning testing assesses the following to determine disability:

- Reasoning
- Problem solving
- Experimental learning
- Communication
- Social skills
- Personal independence - ex. Put clothes on independently

Impact in at least one area will result in a diagnosis of ID/DD, per DSM

How do we reach youth with intellectual/ developmental; disability?

- PSA- screen with list of programs
- Get info to PTA to forward to parents

- Closer partnership will Regional Center: present at events
- Vendors- ILS supported employment
- Attend autism conferences in addition to Advance LA
- Peer contacts
- Connecting youth to DOR early
- Have DOR contact
- Public Radio

Partners for Co- enrollment

- DOR
- Foothill Selpa
- Campbell Ctr
- ECF
- RC
- GUSD- weekly mtgs, IEP
- FACTS/TRECK
- Ability First
- PTA
- State council
- Conferences- ASA
- Help Group / Advance LA
- Foothill Alliance
- Disability EXPO
- Development core teams
- Tobinworld –non-public agency

Barriers/Challenges

- Connect with right contact for services
- Bring in all resources to work together
- Communication among all partners
- Understanding each partners policies and requirements
- Coordinate with SELPA for parent resources
- Improve branding
- Mailing list- contact info

Increase Career Opportunities

- Outreach outside the box- local churches
- Career exploration is needed so that students understand available opportunities
- Assessments specific to the needs of ID/DD, ASD
- Introduction to work internships
- RC contact w/ supported employers
- UPS has data entry positions
- Increase opportunities w/ technologies
- Links to opportunities for weekend jobs + after 3 pm
- Ask the individual

Engage employers

- Employment tool kit: launch in 2019
- Referral incentives
- Address employers' concerns
- WEX,OJT
- Engage with employers one at a time
- Discuss benefits of working with people with disabilities
- Have presentations on working with diversity
- Employer advisory groups – do they work? Do they actually hire?

What did I Miss – Follow up with grants. DO NOT want to turn people away

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
October 25, 2018 ♦ 1:00pm-3:00pm

Attendees: Abigail Espericueta, Guillermo Garcia, Jesse Holm, Rubina Markosyan, Louis Melendez, Caryn Panec, Emma Sanchez, Naomi Sato, Jason Schlatter, Aaron Walgenback

Board Members: Alfred Ramirez

Staff: MaryAnn Pranke

Agenda

Agenda Item		Discussion Results
VI.	Introduction	B. Welcome & Introductions
VII.	Public Comments	B. Community Comments 2) No Community Comments were presented.
VIII.	Minutes	B. Review & Approval of Minutes for August, September 2018. 2) Tabled for November meeting; quorum not achieved for meeting.
IX.	Director's Report	A. Update from the Director 1) MMM Conference: Alfred provided an update on the presentation conducted at the conference. Presenters also include Judith, MaryAnn, and Jan Swinton. Co-enrollment remains unique to the GlendaleLEARNS partnership based on the feedback and questions received from the audience. 2) Board of Trustees Presentation: Neil Kelly from the Chancellor's office traveled to participate in the presentation to the Glendale community College (GCC) Board of Trustees. Neil was able to confirm to the Board, the unique partnership between GCC and the Verdugo Workforce Development Board and the performance results that have been generated from the partnership. 3) Updates from the Field Team: Alfred has been participating on the team which has focused on building a collaborative partnership and trust. The team has also been researching strategic co-enrollments. They will hold one more meeting in December and then will share their findings.
X.	Planning	A. Local Plan Modification 5) Addressing the Needs of ELL: MaryAnn led a discussion on serving ELL to gather input from the group for the Local Workforce Development Plan Modification. 6) Group Discussion on serving special populations: ELL a. Potential partners to assist in reaching and recruiting individuals: i. GUSD Headstart ii. Parent Group: Familias Unidas de la Comunidad iii. Continue to outreach to employers iv. Churches v. City of Glendale Community of Care b. Specific barriers that ELL face: i. Academic issues in writing and speaking ii. Need childcare services during class iii. Some are not literate in their own language which makes ESL more challenging c. Services to address needs

Agenda Item		Discussion Results
		<ul style="list-style-type: none"> i. Leemos: software that teaches literacy in native language ii. Infuse ESL into career pathways for direct link to employment
XI.	Member & Partner Updates	<ul style="list-style-type: none"> a. State Policy Workgroup b. Library: Guillermo reported that 50 residents participated in citizenship workshops conducted by IRC. c. TRECK: Aaron reported that TRECK started with the Glendale Unified School District school year. TRECK provides transition services to young adults with disabilities (ages 18-22) to assist them in entering college or employment. d. ESL: Naomi announced that winter session will be held and course will be a Level III Intermediate. She is planning a Level IV in the spring. <ul style="list-style-type: none"> i. She also stated that one of her current ESL students attained employment through services available at Verdugo Jobs Center. ii. Naomi has been reaching out to businesses to offer ESL to incumbent workers. She needs 15 students so unless she combines employers, she will not have enough students for a class. e. Emma reported that Jan Swinton, Tina Andersen-Wahlberg, and MaryAnn presented at the CAPED conference on the Uniquely Abled Academy. f. Adult Ed: Caryn reported that she has been focusing on outreach to adults through career fairs for Adult Basic Ed and Adult Secondary Ed. g. Communitas: Jason announced Personal Money Management workshops available through Communitas. Participants are charged \$5 - \$25 to attend and the fees will be returned if they complete the workshops.
XII.	Next Steps	B. Next meeting date: November 29, 2018
VI.	Adjourn	Adjourn: 3:00 pm

Stakeholder & Community Forum:
English Language Learners
 Verdugo Jobs Center
 1255 S. Central Avenue, Glendale, CA 91204
 Wednesday, October 31, 2018 ♦ 9:00 am – 11:00 am

ATTENDEES: Angela Andikyan, Alina Atabekyan, Ophelia Carrasco, Jim Darcey, Jonathan Fein, Bill Fraser, Hilda Ghazarian, Karine Grigoryan, Henrietta Mubato, Rafael Nava, Maya Osipora, Alfred Ramirez, Jilbert Reyhanian, Hilda Sarkisians, Brenda Thomas, Karen Tu,

STAFF PRESENT: Judith Velasco, MaryAnn Pranke, Melissa Younesian, Diana Antonio, Lori Kurdoghlian, Joylene Wagner

CALL TO ORDER 9:05 am at the Verdugo Jobs Center

I. Introductions

- A. MaryAnn Pranke, staff to the Verdugo Workforce Development Board (VWDB) and coordinator for adult education programs for the Glendale Community College District Regional Consortium (GCCDRC), welcomed the attendees and thanked them in advance for the feedback they will be providing regarding providing services and assistance to English Language Learners (ELL).
1. The purpose of the forum is to gather feedback and improve the services the VWDB provides to the Verdugo region: Burbank, Glendale, and La Cañada Flintridge.
 - a. The feedback provided will assist the VWDB in modifying its Local Plan.
 - i. A modification of the Local Plan is required every two years. The State also modifies their plan and requires that the Local Plan be aligned to their plan.
 - ii. The modification requirements include: demonstration of collaboration between partners, partner engagement, link to employers, and staff development.

II. Presentation: *Changing Lives Forever: Local Workforce Development Plan Modification*

- A. Ms. Pranke facilitated the forum which focused on ELL.
1. A copy of the presentation was disseminated to the attendees.
- B. Ms. Pranke compared traditional co-enrollment and the Continuum of Care model.
- C. The focus on ELL is specifically on foreign born, refugees, and asylees.
1. It was clarified that a refugee is an individual who is fleeing due to persecution or other dangers and requests protection to settle in a country that accepts refugees. An asylee is an individual that enters a country without documentation and requests asylum for political or religious persecution.
- D. Ms. Pranke stated that the VWDB's current ESL/ELL partners are: GlendaleLEARNS, Glendale Community College Garfield Campus, International Rescue Committee (IRC), Armenian Relief Society, and Glendale Unified School District.
1. Suggested partners to add or strengthen relationships with include:
 - a. Catholic Charities
 - b. Episcopal Diocese of Los Angeles Interfaith Refugee and Immigration Service
 - c. Legislators
 - d. Refugee Forum of Los Angeles

III. Questions and Feedback

- A. **How can we better engage with partners to increase access to career pathways for ELL?**
1. The stakeholders recommended:
 - a. Communication and coordination between partners
 - b. Work together to bring in employers and find out what jobs exist for individuals with limited English
 - c. Discuss what the interests of ELL to create career pathways
 - d. Work together to host bilingual job fairs

- B. How can we provide integrated services (ala Continuum of Care) to increase access to supportive services and retention?**
1. The stakeholders recommended:
 - a. Follow-up with the clients
 - b. Have working meetings with the partners
 - c. Continue talking and learning of the services that are provided in the community
 - d. Do a gender analysis
 - e. Share success stories
 - f. Having management collaborative meetings
- C. How can we incorporate employment service plans by other stakeholders (e.g. Employment Services Plan by Department of Social Services (DPSS))?**
1. The stakeholders recommended:
 - a. Improving communication and connection between partners
 2. A challenge various stakeholders have encountered is that participants do not want to provide personal identification, such as their social security number.
 - a. Ms. Pranke shared that a Regional and State level, a universal authorization to release form is being worked on.
- D. How can we work together to ensure ELL are successfully transitioned to gainful employment?**
1. The stakeholders recommended:
 - a. Sharing recruitments
 - b. Engaging with employers by surveying the opportunities they have for ELL
 - c. Hosting ESL classes at the worksite after hours

IV. Adjournment: 10:58 am

Notes from Flipcharts: Partner & Stakeholder Input

Partners to Add

- Catholic charities
- Episcopal Diocese of LA
- DPSS- refugee program
- SFVC Mental Health Center
- PTA reach out to parents through school district- refugee parent mtg
- Refugee forum of LA
- Legislators

Partner Engagement to Facilitate Access to Services

- Guided pathways at GCC student education plans
- Employer engagement to those hiring ELL
- Learn from students: What skills? What pathways? What skill ladder?
- Communication/coordination between partners
- ESL curriculum- vocational, contextual training for ELL
- Authorization to work verification with trusted partner
- ESL classes afterword at work site

Intergrade/Leverage Resources

- Partner education on services in the community programs
- Streamline processes build programs to meet specific needs of ELL
- Gender analysis for gender equality
- Spread success stories- marketing

How to incorporate employment service plans by other stakeholders

- Universal authorization to release info to share info across partners
- Accept each other's paperwork – for new partners so that students do not need to complete duplicate paperwork
- Eliminate duplication of process steps and paperwork
- Coordinate with partners to streamline processes
- Communication ongoing with partners point of contact is needed to facilitate communication
- Refer to partners for continued services – co-enrollment

Stakeholder & Community Forum:
CalFresh Consumers
 Verdugo Jobs Center
 1255 S. Central Avenue, Glendale, CA 91204
 Thursday, November 08, 2018 ♦ 9:00 am – 11:00 am

ATTENDEES: Angela Andikyan, Ophelia Carrasco, Murniece Gayles, Julie Grair, Karine Grigoryan, Sory Hinton-Jordan, John Maghaguian, Louis Melendez, Jason Schlatter, Karen Tu

STAFF PRESENT: Judith Velasco, MaryAnn Pranke, Melissa Younesian, Diana Antonio, Lori Kurdoghlian, Joylene Wagner

CALL TO ORDER 9:05 am at the Verdugo Jobs Center

I. Introductions

- A. MaryAnn Pranke, staff to the Verdugo Workforce Development Board (VWDB) and coordinator for adult education programs for the Glendale Community College District Regional Consortium (GCCDRC), welcomed the attendees and thanked them in advance for the feedback they will be providing regarding providing services and assistance to CalFresh Consumers.
1. The purpose of the forum is to gather feedback and improve the services the VWDB provides to the Verdugo region: Burbank, Glendale, and La Cañada Flintridge.
 - a. The feedback provided will assist the VWDB in modifying its Local Plan.

II. Presentation: *Changing Lives Forever: Local Workforce Development Plan Modification*

- A. Ms. Pranke facilitated the forum which focused on CalFresh Consumers.
1. A copy of the presentation was disseminated to the attendees.
- B. Ms. Pranke clarified that there is a difference between CalFresh/CalWORKs and CalFresh only recipients with regards to services they qualify for.
1. CalFresh/CalWORKs receive more personalized assistance
- C. Ms. Pranke compared traditional co-enrollment and the Continuum of Care model.

III. Questions and Feedback

- A. **Who are the key partner we should bring to the table to serve CalFresh?**
1. The stakeholders recommended:
 - a. Department of Rehabilitation
 - b. Communitas
 - c. Glendale Youth Alliance
 - d. Burbank Adult School
 - e. Department of Social Services
 - f. LACOE
 - g. Glendale Community College Garfield Campus
 - h. College students using food pantries on campus may/will qualify for CalFresh
 - i. Agencies that provide domestic violence services/shelters
 - j. Comprehensive Health Centers (Community Clinics)
 2. Pending questions:
 - a. How do we link customers to services that will help with food (CalFresh) security that are dependent on pantries?
- B. **What unique barriers do CalFresh participants face?**
1. The stakeholders stated:
 - a. Housing, childcare, and transportation needs
 - b. Many have multiple barriers (e.g. language & literacy, undiagnosed disabilities)
 - c. Desperation regarding food security
 - d. Concern about how signing up for different programs will impact their current benefits
 - e. Inability to access applications, services, information that is online due to technology barriers

- f. Participants do not want to provide personal information or fill out more paperwork
2. Pending questions:
 - a. How do we get the word out about Section 8 openings and help with filling out paperwork?
 - i. Solution: Housing could train volunteers
 - ii. Informational session about Section 8 vs Low Income Housing
 - b. Can we get the school district to participate in these forums to provide insight on experiences/needs of low-income students?
 - c. Can we create an ad campaign to educate the community about where to go for all services?
- C. **What do CalFresh participants need to be successful and transition into employment?**
 1. The stakeholders suggested:
 - a. Place based services (meet clients where they are at)
 - b. Job readiness/work preparation program
 - c. Wrap around mental health assistance as an engaging part of job placement
 - d. Emotional Intelligence coaching
- D. **What supportive services should partners be prepared to provide?**
 1. The stakeholders recommended:
 - a. Emotional intelligence coaching
 - b. Work based learning
 - c. Assist clients to set their workplace expectations
 - d. Financial literacy
- E. **How can we effectively partner with partners to co-enroll CalFresh participants?**
 1. Currently VJC staff is stationed once a week at the GCC Garfield Campus At Garfield and actively participates at the job fairs GCC hosts.
 - a. The partners suggested:
 - i. More forums/collaborative/mixer type meetings amongst professionals that engage with CalFresh participants
- F. **How can we retain CalFresh participants in Career Pathway?**
 1. A stakeholder commented by constantly assessing what barriers are keeping CalFresh consumers from progressing and finding resources to address them.

IV. Adjournment: 11:05 am

**Notes from Flipcharts: Partner & Stakeholder Input
CalFresh Consumers
11/08/2018**

Who are the key partners we should bring to the table to serve CalFresh?

- Expansion of GCC partners
- Department of Rehabilitation
- Communitas
- Glendale Youth Alliance
 - Are we connecting with the parents of the youth participants?
 - Solution: Direct referrals of parents to service
- Burbank Adult School
 - BAS would like to be cross-trained on eligibility for CalFresh
- Department of Social Services
 - LACOE
- Glendale Community College Garfield Campus
 - VJC needs to connect with CalWORKS staff at Garfield
- What do these partnerships look like?
- Food pantries at colleges, churches, Catholic Charities, Salvation Army
 - College students using food pantries on campus may/will qualify for CalFresh
- Agencies that provide domestic violence services/shelters

- Target transitions for immigrant programs
 - ARC, IRC
- Comprehensive Health Centers (Community Clinics)
 - Health for All
- Pending questions:
 - How do we link customers to services that will help with food (CalFresh) security that are dependent on pantries?

What unique barriers do CalFresh participants face?

- Childcare needs
- Housing
- No support to navigate the system. Many have multiple barriers (e.g. language & literacy, undiagnosed disabilities)
- Transportation
- Desperation regarding food security
- Concern about how signing up for different programs will impact their current benefits
- Inability to access applications, services, information that is online due to technology barriers
- Participants do not want to provide personal information or fill out more paperwork
- Trauma (domestic violence/violence)
 - Mental health assistance
 - Coaching CalFresh recipient to move forward
- Minimal if any exposure to in demand occupation
- Pending questions:
 - How do we get the word out about Section 8 openings and help with filling out paperwork?
 - Solution: Housing could train volunteers
 - Informational session about Section 8 vs low income housing
 - Can we get the school district to participate in these forums to provide insight on experiences/needs of low income students?
 - Can we create an ad campaign to educate the community about where to go for all services?
 - Train all frontline staff to assist with social services

What do CalFresh participants need to be successful and transition into employment?

- Place based services (meet clients where they are at)
- Access – improve and convey the services available to CalFresh participants.
- Job readiness/work preparation program
- Improve partnerships with business community
- Wrap around mental health assistance as an engaging part of job placement
- Combine ABE and paid work experience
- For ELL combine vocational ESL and contextual ESL
- Note: There is a difference between CalFresh/CalWORKs and CalFresh only with regards to services they qualify for, who gets priority?
 - CalFresh/CalWORKs receive more personalized assistance
- Emotional Intelligence coaching

What supportive services should partners be prepared to provide?

- Emotional intelligence coaching
- Work based learning
- Assist clients to set their workplace expectations. Move away from the “it’s not me it’s you”
- Help CalFresh participants understand the types of occupations they are applying for
- Financial literacy
 - Managing your money
 - Managing credit
 - Building credit
 - Taxes

- Linking them to financial institutions (unbanked clients)
- Training
 - Interview attire

How can we effectively partner with partners to co-enroll CalFresh participants?

- At Garfield: VJC advertises and connects with partners (connect with all admin and instructors)
 - Attending career fairs, resource fairs
 - More forums/collaborative/mixer type meetings amongst professionals that engage with CalFresh participants
 - Work on building a solid relationship with partners using collaborative working meetings
 - Accountability
 - Communication
 - These are key pieces to building trust

How can we retain CalFresh participants in Career Pathway?

- Constantly assess what barriers are keeping CalFresh consumers from progressing and finding resources to address them

Stakeholder & Community Forum:
Non-Custodial Parents
 Verdugo Jobs Center
 1255 S. Central Avenue, Glendale, CA 91204
 Thursday, November 15, 2018 ♦ 9:00 am – 11:00 am

ATTENDEES: Yolie Anguiano, Karine Grigoryan, Tina Hartyon, Jonna Lewis

STAFF PRESENT: Judith Velasco, MaryAnn Pranke, Melissa Younesian, Diana Antonio, Lori Kurdoghlian, Joylene Wagner

CALL TO ORDER 9:05 am at the Verdugo Jobs Center

I. Introductions

- A. MaryAnn Pranke, staff to the Verdugo Workforce Development Board (VWDB) and coordinator for adult education programs for the Glendale Community College District Regional Consortium (GCCDRC), welcomed the attendees and thanked them in advance for the feedback they will be providing regarding providing services and assistance to Non-Custodial Parents.
1. The purpose of the forum is to gather feedback and improve the services the VWDB provides to the Verdugo region: Burbank, Glendale, and La Cañada Flintridge. The feedback provided will assist the VWDB in modifying its Local Plan.
 - i. A modification of the Local Plan is required every two years. The State also modifies their plan and requires that the Local Plan be aligned to their plan.
 - ii. The modification requirements include: demonstration of collaboration between partners, partner engagement, link to employers, and staff development.
- B. Jonna Lewis from the Los Angeles County Department of Children and Family Services (DCFS) provided a brief history of the DCFS and answered questions regarding the services they provide.

II. Presentation: *Changing Lives Forever: Local Workforce Development Plan Modification*

- A. Ms. Pranke facilitated the forum which focused on Non-Custodial Parents.
1. Non-Custodial Parent is defined as a parent who does not have physical custody of his or her child.
 2. A copy of the presentation was disseminated to the attendees.
- B. The goal of the state is for all parents to participate in the support of their children in some manner.

III. Questions and Feedback

A. Who are the key partners we should bring to the table to serve Non-Custodial Parents?

1. The stakeholders recommended:
 - a. Local child support agencies
 - b. Friends of the Family
 - c. Transitional Subsidized Employment (TSE) participants
 - d. Department of Social Services – CalFresh
 - e. School Districts
 - f. Neighborhood Legal Services
 - g. Communitas
 - h. Family law facilitator
 - i. Regional Centers
 - j. Parent Teacher Associations (PTAs)
 - k. Childcare Resource Centers
 - l. Churches
 - m. Community Clinics
 - n. Mental Health Services
 - o. Father support groups
 - p. Teen parent groups

- q. International Rescue Committee
- B. What are the unique barriers to employment that non-custodial parents face?**
 - 1. The stakeholders stated:
 - a. Mental health barriers
 - i. Hopeless feeling
 - b. Wage garnishments
 - i. Debt piles up
 - c. License removal
 - d. Lack of education
 - e. Friction between the other parent
- C. What services do non-custodial participants need in order to successfully transition to employment while meeting their parental responsibilities?**
 - 1. The stakeholders suggested:
 - a. Strategic, coordinated support
 - b. Designated staff person
 - c. Refer all system
 - d. Financial service credit
 - i. Los Angeles County has a Department of Consumer and Business Affairs
 - e. Career Pathways
- D. What supportive services should partners be prepared to provide?**
 - 1. The stakeholders mentioned:
 - a. Mental health services
 - b. Child care
 - c. Food and transportation
 - d. Legal support
 - e. Car seats
 - f. Parent education
 - g. Healthcare
 - h. Access to internet services
 - i. Assistance to pay small fees
 - j. Work clothes
- E. How can we retain non-custodial parent participants in Career Pathways to ensure they progress to livable wages?**
 - 1. The stakeholders recommended:
 - a. Post-employment follow-up services
 - b. Mentor advocate role
 - c. In-program coordinated support
 - d. Contextual basic skills classes
 - e. Expand the Swiss Apprenticeship model
 - i. Earn and Learn
- F. How can we effectively work with partners to co-enroll non-custodial parents?**
 - 1. The stakeholders suggested through:
 - a. Memorandums of Understandings (MOUs)
 - b. Clear referrals
 - c. Staff to staff contact
 - d. Co-locating with partners
 - e. Staff training on what services other organizations offer
- G. What obstacles might we encounter in engaging in meaningful partnerships?**
 - 1. The stakeholders mentioned:
 - a. Forms
 - b. Data is not captured in CalJOBS
 - c. Partners are resistant to advocate to legislators
 - d. Getting approval for MOU with partners
- H. What obstacles might we encounter in providing services to non-custodial parents?**
 - 1. The stakeholders mentioned:
 - a. Barriers and having to fill out too many forms

- b. Limitation of sharing information
- c. Limitation of funds for supportive services
- d. Public charge
- e. Providing public information to the government

IV. Adjournment: 11:05 am

Notes from Flipcharts: Partner & Stakeholder Input

Key Partners: Need to outreach if not partners already

- Local child support office
- Friends of the Family
- TSE
- DPSS
- School districts/PTA
- NLS, Legal aid
- Communitas
- Family Law Facilitator (Sup. Court)
- Regional Centers
- Child care resource centers/day care
- Catholic Charities
- LA County Department of Consumer and Business Affairs
- Chambers
- Community Clinics
- Mental Health Services
- Father support group
- Teen parent group
- City youth programs
- IRC

Barriers to Employment

- Mental health
- Debt repayment/wage garnished
- Suspended license
- Feelings of helplessness, no way out
- Other barriers: homeless, reentry
- Lack of education drop-out
- Language + education

Services that lead to Employment

- Strategic, coordinated support
- Designated staff person as single point of contact
- Referral system that integrates all partners
- Financial literacy and services
- Consumer + business affairs (County dept.)
- ESL, citizenship
- Career Pathways

Supportive Services Needed

- Mental Health
- Child Care
- Food
- Transportation- Auto Repair
- Legal Support
- Parent Education
- Healthcare
- Access to information (Internet)
- Fees-PMA renewal fee
- Clothing
- (Father) Support Grp.

Retention in Career Pathways

- Post-employment follow up service
- In program coordinated support
- Contextual ESL
- Basic skills training
- Expand on Apprenticeship model
 - Earn & Learn
- Preparation counseling prior to starting
- Training /program

Partner Co-Enrollment

- Staff to Staff Referral
- MOU
- Electronic referral (Cal jobs)
- Co-located partners
- Staff Training on partner services

Obstacles: Partnerships

- Sharing data, forms
- How to capture data not in CalJOBS
- Approval of MOU from each partner

Obstacles: Services

- Multiple forms
- Barriers to employment (mental health)
- Limitation on sharing of information
- Limitation of funds for supportive services
- Giving private info to “government” is not what individuals want to do

Stakeholder & Community Forum:***Future Workforce***

Verdugo Jobs Center

1255 S. Central Avenue, Glendale, CA 91204

Thursday, November 15, 2018 ♦ 5:30 pm – 7:00 pm

ATTENDEES: Cindy Bengston, Lourdes Bustamante, Mark Bustamante, Dahlia Cornejo, Jason Schlatter, Cesar Valladares

STAFF PRESENT: MaryAnn Pranke, Melissa Younesian, Diana Antonio,

CALL TO ORDER 5:41 pm at the Verdugo Jobs Center

I. Introductions

A. MaryAnn Pranke, staff to the Verdugo Workforce Development Board (VWDB) and coordinator for adult education programs for the Glendale Community College District Regional Consortium (GCCDRC), welcomed the attendees and thanked them in advance for the feedback they will be providing regarding providing services and assistance to the Future Workforce.

1. The purpose of this final forum is to gather feedback and improve the services the VWDB provides to the Verdugo region: Burbank, Glendale, and La Cañada Flintridge. The feedback provided will assist the VWDB in modifying its Local Plan.
 - a. This final forum is to gather input for the following groups: People with Disabilities (PWD), English Language Learners (ELL), CalFresh Consumers, and Non-Custodial Parents.

II. Presentation: *Changing Lives Forever: Local Workforce Development Plan Modification*

- A. Ms. Pranke facilitated the forum.
 1. A copy of the presentation was disseminated to the attendees.
- B. Ms. Pranke compared traditional co-enrollment versus universal co-enrollment. The universal co-enrollment process has been successfully used to place clients in the Uniquely Abled Academy.
 1. With universal co-enrollment, clients only need to complete forms once.
- C. Ms. Pranke clarified that a specific population is being targeted for the PWD group.
 1. The focus is on individuals with intellectual disabilities and developmental disabilities. This group has the highest unemployment rate.

III. Questions and Feedback

A. **In your experience, what have you found to be unique barriers of these customer groups?**

1. People with Disabilities
 - a. Regional centers are not informative
 - b. Partners do not know about each other's services
 - c. Employers fear liability issues, injuries, and meeting ADA compliance
 - d. Many individuals with disabilities are not placed on a college track
 - e. Recipients of SS/SSDI fear losing their benefits or fear adaptive change
2. CalFresh Consumer
 - a. Employers have a stigma against recipients
 - i. Individuals are afraid to sign up for CalFresh due to stigma
3. Non-Custodial Parents
 - a. Medical enforcement
 - b. Wage garnishment
4. English Language Learners
 - a. Don't complete documentation due to the fear of being noticed by the government
 - b. Lack of computer skills
 - c. Limited ability to transition from one phase of life to the next phase
5. All of the above:
 - a. Mental and emotional disabilities

- b. Veterans – distrust of civilians; terminology issue
- B. What services do these participants need in order to successfully transition to employment?**
1. Parents of IWD need to understand about SSI and working (benefits counseling)
 2. For IWD: transitional education programs for parents who have kids that are about to turn 18
 3. Public marketing efforts
 4. Support groups
 5. WBDS need to exert influential power on medical mental health to expand service and include more providers
- C. What supportive services should partners be prepared to provide?**
1. Transportation assistance: tap cards, tokens, interactions with rideshare services
- D. How can we effectively work with partners to co-enroll participants and transition them to employment?**
1. Include in partner MOUs
 2. Work together to modify the measures/system
- E. How can we retain participants in career pathways to ensure they progress to livable wage jobs?**
1. Follow-up qualifiers
 2. Heavy case management
 3. Grants require we include it but don't fund it
 4. Post-employment services
 5. Stop gap employment
 6. Work on the measures!
- IV. Adjournment: 7:10 pm**

Notes from Flipcharts: Partner & Stakeholder Input

Barriers for People with ID/DD, Cal Fresh, English Language Learners, and Non-Custodial Parents

- ID/DD: Not enough information/resource knowledge to share with parents
- ID/DD: Many are not on college track so they don't know the opportunity is there for them
- ID/DD: Employers think about the liability of hiring ID/DDs
 - Insurance; WC; cost related to accommodations
 - Lack of education for employers in hiring ID/DDs ex: EO compliance
- CalFresh: General stigma (both from clients and business)
- ID/DD and CalFresh : Fear of losing benefits if they work or make above SGA
- If they have work permit/residency docs don't want to get any assistance so they don't get on someone's radar
- Technology (lack of) –clients that have never had emails (example)
- Ability to adapt and transition
- Mental health
- Distrust
- Different terminology (Vet vs. Civilian jobs/skills)
- Civilian work culture – difficult to adapt
- Behavioral issues
- Non-custodial: need to earn enough to pay support/benefits and to have enough for themselves

Solutions

Services

- Easier way to navigate programs/services
- All services should lead to a job
- Information on SSI and working (benefits counseling)
- Marketing
 - Campaign → on a larger scale

- Transitional parent education programs
- Parents of Uniquely Abled program coming together to support each other and exchange information
- Medical: expanding service providers or amt. paid so client can work on their mental health services; that'll help with employment
- Transportation: option to use Uber/Lyft

Co- enrollments

- Open table application model: currently underdevelopment by SELACO for the LABRPU
- Modify measures < push up the ladder> to encourage co-enrollments across new partners
- Learning works

Retention

- Heavy case mgmt. needed
- Follow-up services for career progression
- Post-employment services
- Stopgap employment

Local News Article Postings for 30 Day Public Comment Period



**VERDUGO WORKFORCE
DEVELOPMENT BOARD
RELEASES LOCAL PLAN
MODIFICATION FOR
PUBLIC REVIEW AND
COMMENT**

The Verdugo Workforce Development Board (VWDB) has released a draft document for public review and comment: 1) VWDB Local Workforce Development Plan Modification 2017–2020 (Draft). The draft plan will be available for public review and comment beginning January 28, 2019 through February 27, 2019 at www.verdugoworkforce.com/publicnotice. Hard copies will be available for review at the Verdugo Jobs Center located at 1255 S. Central Avenue, Glendale, CA 91204; Hours: 8:00am – 5:00pm; M – F, free parking available. Please email all comments for the draft plan to: mpranke@glendaleca.gov. Written comments on the Plan are welcome and must be received no later than 5:00pm on February 27, 2019.

**PROOF OF PUBLICATION
(2015.5 C.C.P.)**

**STATE OF ILLINOIS
County of Cook**

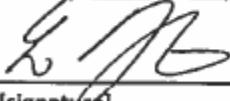
I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the action for which the attached notice was published.

I am a principal clerk of the La Canada Valley Sun, which was adjudged a newspaper of general circulation on August 8, 1977, Cases C200411 for the City of La Canada Flintridge, County of Los Angeles, and State of California. Attached to this Affidavit is a true and complete copy as was printed and published on the following date(s):

Jan 31, 2019

I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated at Chicago, Illinois
on this 1 day of 2, 2019.



[signature]

160 N Stetson Avenue
Chicago, IL 60601

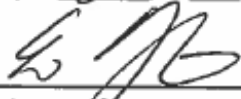
I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years, and not a party to or interested in the action for which the attached notice was published.

I am a principal clerk of the Burbank Leader, which was adjudged a newspaper of general circulation on June 21, 1927, Cases 221017 for the City of Burbank, County of Los Angeles, and State of California. Attached to this Affidavit is a true and complete copy as was printed and published on the following date(s):

Jan 30, 2019

I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated at Chicago, Illinois
on this 1 day of 2, 2019.



[signature]

160 N Stetson Avenue
Chicago, IL 60601

Email Notification of Draft Local Plan Biennial Modification Public Comment Release



Verdugo Workforce Development Board
Serving Burbank, Glendale and La Cañada Flintridge

Dear Workforce Development Board, Community Partners, and All Interested Parties,

The Verdugo Workforce Development Board is pleased to announce the release of the following draft document for your review and comment:

Verdugo Workforce Development Board: Local Workforce Development Plan Modification 2019 (CLICK TO LINK TO DRAFT)

TO PROVIDE COMMENTS: CLICK HERE

The document will be available for public review and comment beginning January 28, 2019 through February 27, 2019 5:00 pm at www.verdugoworkforce.com/publicnotice. Hard copies will be available for review at the Verdugo Jobs Center located at:

1255 S. Central Avenue, Glendale, CA 91204

Hours: 8:00 am - 5:00 pm; Monday - Friday

Free Parking Available Behind Building

Persons wishing to make public comments may:

1) Use the link above or email comments to: mpranke@glendaleca.gov

Background & Purpose:

The Workforce Innovation and Opportunity Act of 2014 ("WIOA") mandates regional workforce planning as does the State of California. Each of the seven local Workforce Development Boards of the Los Angeles Basin has drafted a local plan for its specific workforce development activities. These local plans align with the regional plan and will be attached to the regional plan upon local WDB approvals.

The Local Workforce Development Plan for the Verdugo Workforce Development Area describes how the workforce development system will be implemented in the Cities of Burbank, Glendale and La Cañada Flintridge. The Local Plan will be implemented to assist the VWDB in meeting its vision of: "an economically vibrant, tri-city region with thriving businesses, youth and job-seekers on career paths that reflect their highest potential." Funding for the workforce development system is primarily through the Workforce Innovation and Opportunity Act.

The WWDB greatly appreciates everyone who participated in the Community and Stakeholder Forums and provided valuable input that assisted us in developing the modification of the plan. We look forward to hearing your comments on the plans as we work together to provide valuable services to our communities. We value your commitment to developing the qualified workforce that ensures economic security while meeting the needs of our community.

Please forward this email or refer your partner organizations to review the plans and provide comments.

Sincerely,
Judith Velasco
Executive Director, *Verdugo Workforce Development Board*



The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.
TTY (818) 548-3857. Auxiliary aids and services available upon request.

Email Reminder of Public Comment Period for Local Plan Biennial Modification

From: Verdugo Workforce Development Board [<mailto:dantonio@glendaleca.gov>]

Sent: Monday, February 25, 2019 4:41 PM

Subject: REMINDER: 2019 VWDB Local Plan Modification and Regional Plan Modification Open for Public Comment



Verdugo Workforce Development Board
Serving Burbank, Glendale and La Cañada Flintridge

Dear Workforce Development Board, Community Partners, and All Interested Parties,

A friendly reminder that Verdugo Workforce Development Board Local Plan is available for public comment until Thursday, February 28 at 5:00 pm.

Verdugo Workforce Development Board: Local Workforce Development Plan Modification 2019 (CLICK TO LINK TO DRAFT)

Los Angeles Basin Regional Planning Unit: Regional Workforce Development Plan Modification 2019 (CLICK TO LINK TO DRAFT)

HOW TO SUBMIT YOUR PUBLIC COMMENT:

The VWDB greatly appreciates everyone who participated in the Community and Stakeholder Forums and provided valuable input that assisted us in developing the modification for the plan. We look forward to hearing your comments on both plans as we work together to provide valuable services to our communities. We value your commitment to developing the qualified workforce that ensures economic security while meeting the needs of our community.

Please forward this email or refer your partner organizations to review the plans and provide comments.

Sincerely,

Judith Velasco

Executive Director, *Verdugo Workforce Development Board*



Verdugo Workforce Development Board
Serving Burbank, Glendale & La Cañada Flintridge

The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.

TTY (818) 548-3857. Auxiliary aids and services available upon request.

Local Plan Biennial Modification Debriefings for Public Comment

VERDUGO WORKFORCE DEVELOPMENT BOARD

FULL BOARD MINUTES

1/8/2019

8:30 a.m. to 10:00 a.m.

MEMBERS PRESENT:	Onnig Bulanikian, Jim Darcey, Marisol Espinoza, Tom Flavin, Nick Hacopian, Gavin Koon, Debbie Kukta, Nick Hacopian, Nancy Osipo-Peera, Veronica Romero, Darlene Sanchez, Cesar Valladares
MEMBERS ABSENT:	John Acosta, Ara Aslanian, Greg Astorian, Cynthia Banks, Lucy Burghdorf, Lee Casady, Mary Hamzoian, Chris Lenz, BJ McGuire, George Palazzo, Michael Ritterbrown, Julio Ruiz, Terry Walker
COMMUNITY & OTHER AGENCY REPRESENTATIVES:	Victoria Dochoghlian (Assemblymember Laura Friedman's Office) Karine Grigoryan (GYA), Jason Maruca (Supervisor Barger's Office) Juan Millan (EDD), Jan Swinton (GCC), Nona Yegiazaryan (EDD)
STAFF PRESENT:	Judith Velasco, MaryAnn Pranke, Joylene Wagner, Melissa Younesian, Diana Antonio
CALL TO ORDER:	8:34 am at the VJC by Chair Marisol Espinoza

VII. Introductions

- A. Chair Marisol Espinoza announced that the action items will be reviewed once quorum is present and that VWDB Staff MaryAnn Pranke will be giving a presentation on the Local Plan modification.

VIII. Minutes of October 09, 2018 – *Deferred to approval at next Full Board meeting as quorum was not achieved.*

IX. Presentation: "Local Plan: Voices in Action"

- A. VWDB staff MaryAnn Pranke facilitated the presentation on the Local Plan Modification.
1. A copy of the presentation and a draft version of the modified Local Plan were disseminated to the attendees.
- B. Ms. Pranke provided updates and shared information gathered during several meetings held with partners and the five forums that were held at the Verdugo Jobs Center (VJC).
1. A feedback provided is that a branding and marketing campaign is needed; this aligns with one of the Los Angeles Basin Regional Planning Unit's (LABRPU) goals.
 2. Based on the feedback of areas in which strategies will be expanding are includes: integrating new partners into strategic co-enrollment, implementing contextual ESL, expanding career pathways for all groups, and tracking non-custodial parents.
 3. The stakeholder and community forums helped to connect and reconnect with various organizations in the community.
- C. Ms. Pranke announced that the Local Plan modification will open for public comment for a 30 day period and the final document will be submitted on March 11.

X. Director's Report

- A. **Verdugo Workforce Development Board Fiscal Year (FY) 2018-19 Budget Expenditures as of November 30, 2018**
1. Ms. Velasco presented and summarized the Board's FY 2017-18 Expenditure Report.
- B. **VJC Lease**
1. Ms. Velasco announced that the lease addendum was signed and received the night prior.

- a. A copy of the signed second addendum and the 2013 lease were disseminated to the board members.

C. Board of Director' Regional Meeting

- 1. Ms. Velasco shared that a recent convening of all regional boards was held in which its executive committee members attended.
 - a. The VWDB had the most executive committee members present at the meeting.
 - b. Board member Debbie Kukta commented that the groups were collaborative and shared best practices.

XI. Labor Market Report

- A. VWDB staff MaryAnn Pranke provided an overview of the LMI in the tri-city area.
 - 1. The unemployment rate is expected to slightly increase due to retail laying off the employees they hired during the holiday season.

XII. Verdugo School-to-Career Coalition Report

- A. VWDB staff Joylene Wagner announced that the next VSTCC meeting will be held on January 30 at 8:30 am at the Verdugo Jobs Center.

XIII. Action Items

- A. Ms. Velasco stated quorum was not achieved; therefore, consent items will be postponed until January 22 special board meeting.

XIV. Other Businesses and Announcements

- A. Ms. Velasco communicated that she will consult with the City of Glendale's Attorney's Office to see if telephoning into a board meeting is doable.

XV. Public Comments: None

XVI. Adjournment: 9:40 am



Our Vision: All adult learners will have access to and participate in education and resources leading to meaningful employment or higher education.

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
January 24, 2019 ♦ 1:00pm-3:00pm

Meeting Minutes

Members: Alfred Ramirez, Felix Melendez

Partners Present: Tina Andersen-Wahlberg, Abigail Espericueta, Hilda Ghazarian, Rubina Markosyan, Louis Melendez, Caryn Panec, Mirna Najera, Naomi Sato, Rick Saunders

GlendaleLEARNS Staff: MaryAnn Pranke, Jesse Holm

Agenda Item		Purpose
XIII.	Public Comments	C. Community Comments a. No comments were submitted from the community.
XIV.	Minutes	C. Review & Approval of Minutes for December 20, 2018 a. Minutes were reviewed and approved as submitted.
XV.	Director's Report	A. Updates from the Director 1. Alfred provided an update on Glendale Community College's (GCC) efforts to expand space for adult education. Alfred is in negotiations with medical office building across the street from Garfield campus. GCC has also purchased homes surrounding Garfield campus and will continue to purchase property in the surrounding area to expand both classroom and parking lot space.
XVI.	Planning	A. Local Plan Modification Update 1. MaryAnn provided an overview on the Verdugo Workforce Development Board's Local Plan Modification including results of the community and stakeholder forums held to gather input. The Modification will be released on Friday, January 25, 2019 for public comment prior to being submitted to the state. MaryAnn encouraged all partners to review document and provide input. She will send document to all partners via email. B. Three Year Planning: Community Needs Assessment 1. MaryAnn reviewed the demographic and economic data prepared for the Local Plan Modification. She noted that this data will be the basis for the Community Needs Assessment for preparing the GlendaleLEARNS Three-Year Plan.
XVII.	Member & Partner Updates	C. Committee & Partner Updates a. Naomi, Garfield Campus, announced that Level 4 Intermediate class is scheduled for the spring semester which begins February 19 th . She also reported that she has negotiated ESL classes at the Hilton for employees which will occur on Mondays and Wednesdays, 4:00-6:00pm.

		<ul style="list-style-type: none"> b. Hilda reported on behalf of IRC: ESL classes have started for beginners and a conversational class is also underway in addition to a citizenship class. She also noted that immigrant, refugee and asylees entering Glendale and LA as whole have declined significantly. She will check on providing reports to the partners on the numbers and try to get number for Glendale. IRC also provides home studies for homes providing shelter to unaccompanied minors. c. Rick, representing Foothill SELPA, announced that College Night was happening this evening at GCC, in the Student Center. GlendaleLEARNS will be represented as well as DOR to provide parents and students with information on available resources and career/college options so they can make informed decisions about next step after college. There will be another similar event on March 14th, for students that have moderate to severe disabilities. d. Jesse provided an update on the Uniquely Abled Academy which just completed in December. She taught Work Readiness and serves as liaison between students and instructors to provide additional support. Graduation ceremony will take place on March 20, 2019. More information to follow. e. On behalf of the Department of Rehabilitation, Louis announced that the Glendale office had the most recorded placements for individuals with intellectual and developmental disabilities. f. Felix reported that Glendale Unified School District had an unexpected decline in enrollment this year, significantly impacting budget. He noted two potential reasons for the decline: 1) families are moving out of the area because of the high cost of housing and overall living; and 2) students are taking the California High School Proficiency Exam (CHSPE) and then exiting school rather than working towards their high school diploma. g. Rubina provided an updated from Glendale Library: Next Wednesday is customer appreciation day and light refreshments will be offered from 4:00-7:00pm. They continue to hold Career Pathway sessions monthly, provided by the Verdugo Jobs Center. They are offering Digital Literacy in Spanish and Armenian. h. Mirna announced that Verdugo Campus would be holding Career day on April 26th from 9:00am to 1:00pm, allowing students and potential students to interact with faculty and observe classes. i. Caryn reminded the group that an Open House was being held on January 28th at Garfield Campus. Flyers were distributed.
VIII.	Next Steps	A. Next meeting date: February 21, 2019
VII.	Adjourn	Adjourn: 3:00 pm

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ATTACHMENT II: CALFRESH POPULATION OVERVIEW & NEEDS ASSESSMENT

Population Overview & Needs Assessment for People Receiving CalFresh

The overall population for the Verdugo Consortium is 328,301 residents recorded as of July 1, 2017, and the average median income for the tri-city consortium records at \$96,085 (Table 1). However, the high median income from the affluent city of La Cañada Flintridge increases the overall average, leaving a misrepresentation of the residents with multiple barriers that need services, including public assistance. For example, the overall average poverty rate for the Verdugo Consortium is 10% with Glendale recording the highest poverty rate at 15.6% while overall LA County rate is at 17%¹. These data demonstrate that the median income is skewed by the data of one city, while significant poverty remains in the remaining two cities.

Table 1
Verdugo Consortium: Population, Income & Poverty Rates

Demographic	Glendale	Burbank	La Cañada Flintridge
Population	\$ 203,054	\$ 104,834	\$ 20,413
Median Income	\$ 58,657	\$ 69,118	\$ 160,481
Poverty Levels	15.6%	11.3%	3.0%

Size & Characteristics of CalFresh Recipients:

The total number of Verdugo residents living below the poverty level is 44,135; however, only 7,935 are receiving CalFresh, representing 5.2% of the poverty population² (Table 2). These data indicate that 36,200 residents living below poverty level are not receiving CalFresh assistance, even though they may be eligible.

Table 2
Verdugo Consortium: Poverty Levels

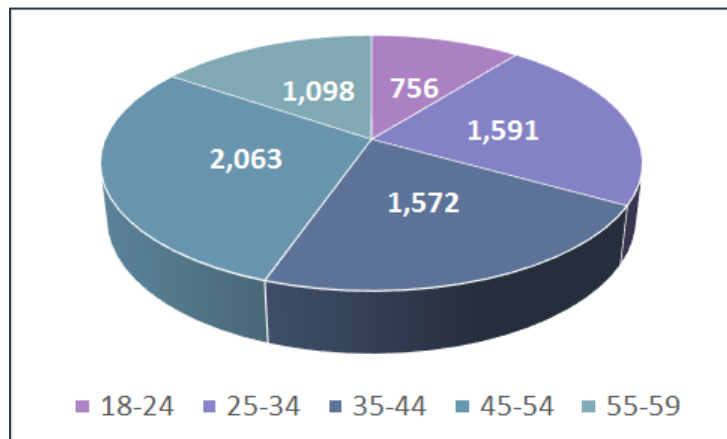
Demographic	Glendale	Burbank	La Cañada-Flintridge
Number Below Poverty Level	31,676	11,846	612
Number Receiving SNAP/CalFresh	6,146	1,770	19
Percent of Poverty Receiving CalFresh	8.4%	4.2%	3.0%

According to the most recent data provided by the Los Angeles County DPSS, the number of Verdugo residents receiving CalFresh declined slightly to 7,080 since the 2017 number of 7,935 recorded in American FactFinder. Based on the data provided by DPSS, 3,370 (48%) of the recipients are female and 3,710 (52%) are male. The age breakdown is depicted in Figure 3,

¹ *Selected Economic Characteristics, 2013-2017 American Community Survey 5-Year Estimates*. American FactFinder, US Census Bureau.

² *Ibid, Selected Economics Characteristics*.

Figure 3
Verdugo CalFresh Recipients by Age



Verdugo CalFresh Recipients by Age. As shown, the age range that records the greatest number of CalFresh Recipients is the 45-54 range recording 2,063 (29%) with 25-34 recording 1,591 (22%) and 35-44 range following at 1,572 recipients (22%). Other data from DPSS showing the demographics of the Verdugo recipients are shown in Table 4. A total of 2,398 are recorded as ELL, representing 34% of recipients and 169 individuals are recorded as reentry, representing 2% of the recipients. With an overall poverty rate of 10% for Verdugo, and 15.6%

poverty rate for Glendale, the number of CalFresh recipients remains significantly below the number of residents living at or below the poverty level.

Table 4
Demographics of Verdugo Residents Receiving CalFresh

Demographic	Number of Recipients	Percentage of Recipients
Homeless	908	13%
Non-English Spoken Language	2,398	34%
Non-English Written Language	427	6%
Formerly Incarcerated	169	2%

Assess Types of Workforce Services Needs

Based on the input from partners, stakeholders, including customers, the following workforce service needs were identified:

- 1) Should implement an easier way for customers to navigate through programs and services.
- 2) All services should lead to a job.
- 3) Improve marketing with a campaign on a large scale so that customers know about the services available.
- 4) Supportive service needs should be addressed including: childcare, transportation, interview clothes, counseling and mental health services.
- 5) Emotional Intelligence training and work readiness preparation are needed so they gain the competencies to attain employment and of working effectively in organizations, team environment, problem solving, negotiation skills, as well as financial literacy.

- 6) Career pathways linked to direct employment that offer the competitive wages needed to reduce dependency on public assistance.
- 7) ABE/ASE/ESL incorporated in contextual career pathways to bridge education and literacy gaps.
- 8) Career opportunities that allow and encourage continued education and skill gains to support career progression and upward mobility.

Addressing the Workforce Needs:

Partners will meet to design and coordinate career pathways that will address the needs identified by incorporating contextual ABE/ASE/ESL, Emotional Intelligence, supportive services, and work-based learning. These services will be customized to address the unique needs of CalFresh Recipients, using the successful strategic co-enrollment system as a model.

Employment Barriers:

Based on input from partners and stakeholders, the following employment barriers were identified for CalFresh recipients:

- a. Many are homeless or couch surfing, and have no forms of transportation or money to pay for public transportation and/or reliable childcare.
- b. Many have multiple barriers (e.g. language & literacy, undiagnosed disabilities).
- c. Desperation regarding food security.
- d. Concern about how signing up for different programs will impact their current benefits.
- e. Inability to access applications, services, information that is online due to technology barriers.
- f. Participants do not want to provide personal information or fill out more paperwork.

Current & Prospective Partners/Quality and Level of Intensity of Services Provided by Partners

Partners and stakeholders identified various partners for serving CalFresh of which the VWDB has current partnerships with almost all of them (Table 5). However, this assessment identified how these partnerships can be enhanced by integrating them into the strategic co-enrollment system for direct referrals and joint services.

Partners that show a “No” for current partnership indicate that an MOU or formal agreement does not exist for referral process and are not integrated in the co-enrollment process. Specific organizations will be identified and will be outreached for potential referrals and co-enrollment as needed. The ranking of quality and intensity was assigned based on the quality and need for the services provided and their importance in serving CalFresh participants. The ranking of the partners as “High” demonstrates that the forum participants prioritized the partners that need to be outreached to expand services to VJC participants and reach the most vulnerable who need the services.

Table 5
VWDB Current & Prospective Partners

Partner	Current	Service	Quality & Intensity
VJC	Yes	Workforce development services, fund training, WEX/TSE/OJT, supportive services	
GUSD	Yes	Outreach to CalFresh Parents	High
LACOE	Yes	Gain/Grow/TANF Referrals; Workforce Development	High
GCC CalWORKs	Yes	Student Referrals; ABE/ASE/ESL; Career Education	High
DPSS/CalFresh	Yes	Referrals; Mobil Unit to offer CalFresh applications to VJC customers	High
GlendaleLEARNS	Yes	Adult Education: ABE/ASE/ESL	High
Burbank Adult School	Yes	Adult Education: ABE/ASE/ESL	High
Communitas	Yes	Financial Literacy and Counseling	High
GCC Verdugo Campus	Yes	For credit education, career education, career pathways	High
Comprehensive Healthcare Centers	No	Healthcare services for low income families and individuals	High
Food Pantries	No	Food supplements and groceries to food insecure families and individuals	High
Domestic Violence CBOs	No	Counseling, legal assistance, temporary shelter	High

Facilitate Information Sharing Across Partners

At the local level, the VWDB and the VJC rely on the co-enrollment process and the MOUs to share information across partners. Challenges remain in access to information systems for real-time information to better serve participants. The partners continue to share hard copies of information including the completed intake packets and back up documentation to facilitate co-enrollments. With a VWDB staff member also serving as the GlendaleLEARNS Coordinator, she is able to enter and access student/participant information in the TopsPro and Launchboard systems. Several efforts are under way at the regional and state level to share access to CalJOBS and other systems to assist in providing services. The VWDB supports and participates in these efforts; however, will continue to share information at the local level to meet the needs of customers. All release authorizations and confidentiality agreements are on file for participants and partners before information is shared.

ATTACHMENT III: VERDUGO COMMON REFERRAL PROCESS & FORM



Verdugo Workforce Development Board

Serving Burbank, Glendale and La Cañada Flintridge

Verdugo Workforce Development Board One-Stop Partnership Customer Flow: Common Referral Process

Referral procedure between partners and One-Stop operator.

- 1) Identify the client's needs.
- 2) Utilizing the referral guide, identify and map which partner agency can meet their need(s).
- 3) Contact the service provider to confirm eligibility.
- 4) Explain referral to the client and provide information about available services.
- 5) If the client agrees to the referral, share the referral form so they can agree with the information that will be provided to referral agency.
- 6) Complete the common referral form. Provide one copy to client, one for receiving agency, and keep one at referring agency.
- 7) Make the referral.
- 8) Follow-up with the client and the receiving agency to ensure the referral was successful.
 - o Areas for follow up include: did the client receive the planned services? What was the outcome? Was the client satisfied with the referral process, and the services received?
 - o Update the referral form with services and dates provided.
 - o Send a copy to the referring agency as an update.

* Use a new referral form for each client or receiving agency.

One-Stop Partnership Referral Form

Referring Organization

Routine Urgent

Referral Source: _____ Phone: _____ Date _____
(Agency Name)

Person Referring: _____ Email: _____
(Agency Contact)

Receiving Organization

Receiving Source: _____ Phone: _____ Date _____
(Agency Name)

Receiving Person: _____ Email: _____
(Agency Contact)

Participant Contact Information

Client Name: _____ Age: _____ Language: _____

Email: _____ Phone: _____

Services Requested

Please explain reasons for referring the case and services requested.

Details of Referral

Referral delivered via: Phone Email In Person To: _____
(Contact Name)

Followed-up via: Phone Email In Person Date: _____

Service Provided: _____ Dates of Service: _____

Service Provided: _____ Dates of Service: _____

Service Provided: _____ Dates of Service: _____

Created by VWDB- Updated 02.16.18



GlendaleLEARN
Local Education And Resource Network Services

Operated by the Glendale Community College District Consortium

**Career & College Pathways
Programs for Adults with Disabilities**

Interagency Referral Form

Please submit this form to Jesse Holm at the Glendale Community College –
Garfield Campus (in the Career Center) Address: 1122 E. Garfield, Glendale, CA 91205
Phone: 818. 240.1000 ext. 5027

REFERRING ORGANIZATION

(To be completed ONLY by person referring client)

Referring Agency: _____	Phone#: _____
Referral Contact: _____	Email: _____
Reason for Referral: _____	

RECEIVING ORGANIZATION

(To be completed ONLY by person receiving the prospective student)

Receiving Source: _____	Phone#: _____
Receiving Contact: _____	Email: _____

PARTICIPANT CONTACT INFORMATION

(To be completed by the prospective student)

Client Name: _____	Phone: _____
Email: _____	

ACTIVITIES TRACKING

(To be completed by staff, please email completed form back to original referring partner)

Activity in one or more of the in following programs:			
DOR	<input type="checkbox"/>	Service Provided: _____	Dates of Service: _____
VJC	<input type="checkbox"/>	Service Provided: _____	Dates of Service: _____
Regional Center	<input type="checkbox"/>	Service Provided: _____	Dates of Service: _____
Garfield Classes	<input type="checkbox"/>	Service Provided: _____	Dates of Service: _____
Other Agency	<input type="checkbox"/>	Service Provided: _____	Dates of Service: _____
Confirming Staff Name: _____		Phone#: _____	
Email: _____			

Attachment IV: Verdugo Universal Strategic Co-Enrollment System



The strategic co-enrollment strategy is based on the successful system designed and used in the UAA@Glendale. The UAA was founded at GCC in 2015, in partnership with the VWDB, the VJC, DOR, Lanterman Regional Center, and other workforce and community organizations. The Academy was designed with the assistance of local manufacturing employers to train adults with intellectual and development disabilities, targeting individuals with ASD, as Computer Numerical Control (CNC) Machinists. The partners developed a strategic co-enrollment system to ensure participants receive all the services they need to successfully complete the career pathway program and attain full-time permanent employment with livable wages. The partners just completed the fourth cohort in December 2018. Using this system, the partnership has achieved an 88% entered employment rate for this underserved population.

Led by the VWDB, the partners participated in training and implementation of a Customer-Centered Design project which included an ethnographic study of customer segments receiving services. Individuals with disabilities was a priority customer segment that was studied while they completed the application forms and the overall intake, eligibility, enrollment and assessment process. The partners also participated in the process to learn firsthand, the customer experience in the intake and enrollment process. Results of the research were used to simplify the process and design a universal system that all partners can use to co-enroll participants. UAA participants are co-enrolled with the following funding sources: WIOA Title I, WIOA Title IV, Disability Employment Accelerator, Lanterman Act, Career Education, SWP, AEP (formerly Adult Education Block Grant), and DSPS. Each partner provides a specific service using respective funds without duplicating any services. The system has been used and improved over multiple cohorts and has developed into a continuum of care model that provides continuous case management and support throughout the participants' enrollment (please see Strategic Co-Enrollment Customer Flow (Attachment IV)). Key features of the integrated co-enrollment system include:

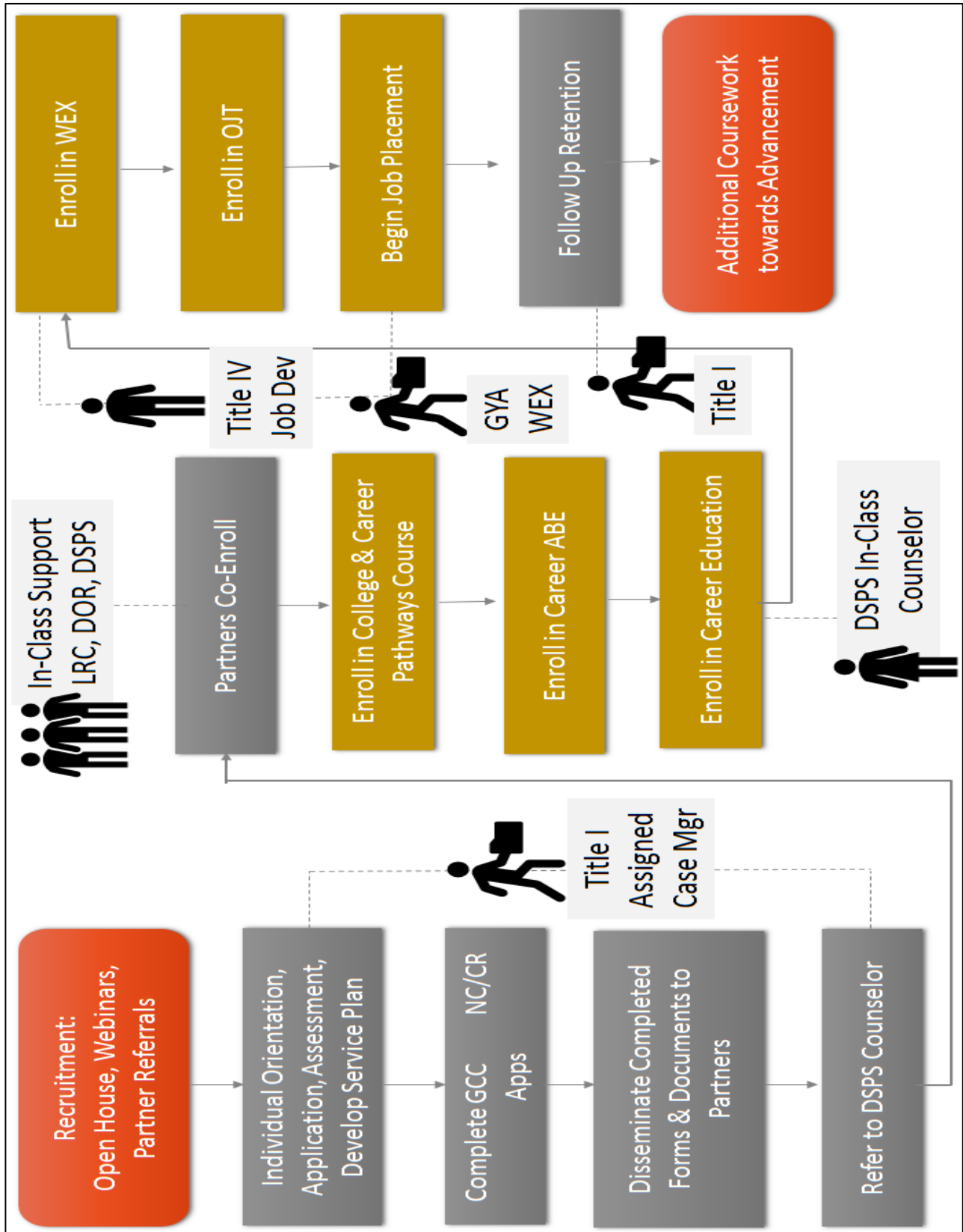
- 1) All partners involvement in the Customer-Centered Design research and design of the universal integrated co-enrollment system.
- 2) A Student Success Team is established to meet weekly and monitor student progress, identify emerging barriers and identify resources to address those barriers.
- 3) A designated coordinator that facilitates partner meetings and is the central point for coordinating all partner enrollments and service provision including DSPS services, class schedules, and non-credit courses and labs.
- 4) A universal intake packet that includes streamlined application forms, release of information waiver forms, work experience payroll forms, and grievance forms.
- 5) The completed packet is shared with all co-enrolling partners, including back up documentation needed by the partners to determine eligibility for their respective programs. Back up documentation may include copies of: government issued identification card, Social Security card, and verification of disability. Results of any assessments completed by any of the partners is also shared as well as completed service plans such as Individual Employment Plans.

- 6) A single point of contact for each participant that conducts intake/enrollment/assessment is also the primary case manager for the participant throughout the enrollment process. Currently, this service is provided by the VJC staff person funded by WIOA Title I.
- 7) In-Class case management to monitor student progress daily and identify services needed, including tutors, individual aides, notetakers, and other supports. In-class case manager also communicates with instructors to identify academic issues and progress.
- 8) A designated job developer that is the single point of contact for the employers. This is currently provided by DOR and funded by WIOA Title IV. All partners refer their employer contacts to the job developer to pursue employment opportunities and job placement for UAA graduates. Job developer also coordinates work-based learning opportunities including work experience and/or OJT that may be funded by either Title I, Title IV, or Adult Education Program. Job developer also works with employers to coordinate on-site job coaching and mentoring.
- 9) Business engagement occurs with a designated afternoon each week where employers host student site visits to their manufacturing companies. These site visits introduce students to manufacturing environments and observe employees at work in similar jobs. This also allows employers to interact with the students that they will be hiring upon graduation. Business representatives also visit the classroom and speak to the students to answer questions about their companies, the jobs available, and conduct interviews to fill current job openings.

This innovative strategic co-enrollment system is recognized as a best practice that is currently being used as a model for the Policy Guidance for Co-enrollment underway, led by the CWDB. Therefore, the system is in alignment with Workforce Services Information Notice (WSIN) 18-09 and, through its adoption, will elevate the partnerships across the seven workforce boards in order to serve the most underserved populations, while braiding resources.

Based on the feedback from partners and stakeholders who participated in the community forums and meetings, the same strategic co-enrollment system can benefit other special populations and assist in ensuring access to all services needed as well as program retention. A version of this system has already been adopted for ELL customers (Attachment VIII) and can be expanded and adopted by partners to serve CalFresh and Non-Custodial Parents. VWDB and VJC staff will meet with partners to plan, customize, and implement the strategic co-enrollment system to serve the additional targeted groups in the implementation of the Local Plan Biennial Modification.

Strategic Co-Enrollment Customer Flow



ATTACHMENT V: NON-CUSTODIAL PARENTS: NEEDS ASSESSMENT

Population Overview for Non-Custodial Parents

A significant challenge in understanding the Non-Custodial Parent population is the limited data available at the local level. WDACS, on behalf of the LABRPU, accessed data from DCSS; at the county level as well as Local Workforce Development Area (LWDA) level. The LABRPU's current population for Non-Custodial Parent is 112,301, of which 91% are male and 8% are female (Table 6). The remaining numbers represent those parents who did not respond to the question, or identified their gender as "Other" or "Unknown." The median age for the regional Non-Custodial Parent population is 55 with the greatest number aged 25-39 years (Table 8). Overall, a total of 109,432 of this population are of working age, with 2,386 of these within the youth age population (17-24).

Table 6: LABRPU Non-Custodial Parent Population

Gender	Count
Female	8,893
Male	102,640
Null	459
Other	4
Unknown	305
Total	112,301

Table 7: LABRPU Non-Custodial Parent Population by LWDA

LWDA	Count
Foothill	2,392
LA County	48,182
Los Angeles	39,061
Pacific Gateway	7,379
SELACO	5,553
South Bay	8,238
Verdugo	1,496
Total	112,301

Table 8: LABRPU Non-Custodial Parent Population by Age

Age Range	Count
Ages 17-24	2,386
Ages 25-39	49,801
Ages 40-55	47,760
Ages 56-64	9,485
Over 64	2,774

Table 8: Verdugo Non-Custodial Parent Population Age Range

Age Range	Number NC Parent	% of NC Parents
18 – 24	13	0.9%
25 – 29	77	5.1%
30 – 34	155	10.4%
35 – 39	269	18.0%
40 – 44	286	19.1%
45 – 49	269	18.0%
50 – 54	185	12.4%
55 - 59	109	7.3%
60 – 64	78	5.2%
65 and Older	55	3.7%

Table 9: Verdugo Non-Custodial Parent Ethnicity

Ethnicity	Number NC Parent	% of NC Parents
White	317	21.2%
Black	127	8.5%
Hispanic	614	41.0%
Asian	21	1.4%
Armenian	85	5.7%
Pacific Asian	47	3.1%
Null	200	13.4%
Other	85	5.7%

The Verdugo LWDA records a total of 1,496 Non-Custodial Parents (Table 7), with 101 (7%) being female and 1,379 (92%) being male (16 individuals recorded as Null or Unknown). In addition, 126 individuals reported being reentry while 644 (43%) reported being unemployed. The

age range for Non-Custodial Parents shows that 97% are within the working age range of 18-64 (Table 8). The ethnicity breakdown shows that 41% recorded as being Hispanic while the remainder are spread across other ethnicities (Table 9).

Table 10
Estimates for Verdugo Non-Custodial Population

Relationship to Householder	Glendale	Burbank	La Canada Flintridge
Total households with single lead household (with children under 18 years of age)	8,224	4,513	2,556
One child (biological, step, or adopted)	6,295	3,797	669
Grandchild	1,182	579	0
Other relatives	699	123	36
Foster child or other unrelated child	48	14	0

Estimates for Verdugo Non-Custodial Population: Data from DCSS records 1,496 Non-Custodial Parents residing in the tri-city Verdugo Consortium (Table 7). As one of the smallest LWDA in the LABRPU, Verdugo records the least number of Non-Custodial Parent populations. However, these data only represent Non-Custodial Parents that have cases with DCSS and do not include the entire population. Non-Custodial Parents who do not have open cases may exist regardless of whether they are paying child support. To consider the potential Non-Custodial Parent population in the Verdugo Consortium, Table 10 shows the total number of households with a single lead is 15,293, for households with children under the age of 18. While these numbers do not confirm the number of Non-Custodial Parents, they provide an indicator that the actual number of these parents, may be higher than the 1,496 that have open cases with DCSS. A total of 10,761 of these households have at least one child that are biological, step or adopted, while 1,761 represent grandparents caring for their grandchildren. A total of 858 of these households represent relatives, other than parents, caring for children and 62 of these are foster or unrelated children, further indicating that a Non-Custodial Parent may exist³.

- **Areas of High Concentration:** Data provided by DCSS shows that LA County has the highest concentration of Non-Custodial Parents at 48,182 while the City of LA has 39,061, together accounting for 78% of the region's population for this customer segment. These significant numbers support the LABRPU's plans and efforts for a regional strategy to outreach and serve this population.
- **Unemployment Rate:** Based on the data provided by DCSS, 644 Non-Custodial Parents residing in the Verdugo LWDA are unemployed, representing 43% of the 1,496 total Verdugo Non-Custodial Parents. Additional employment data for Verdugo is shown in Attachment IX, Other Economic & Labor Data. Based on these data, current overall unemployment rate for the Verdugo Consortium is 4.4%, higher than the 3.9% for CA and 3.7% for the US. Although the overall unemployment rate for Verdugo is higher than the state and national rate, it remains below 5% which is considered full employment. The low

³ Selected Social Characteristics, 2013-2017 American Community Survey 5-Year Estimates. American FactFinder, U.S. Census Bureau.

unemployment rate provides an indicator of the potential unemployment rate for Non-Custodial Parents in the Verdugo tri-city consortium.

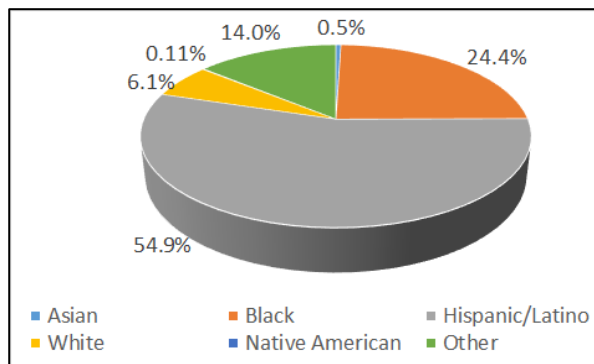
- Ex-Offenders:** Ex-offender data recorded 125 individuals for VWDB, representing 8% of the 1,496 of the non-custodial population. To understand the prospective population, the CA Department of Corrections and Rehabilitation (CDCR) provided data to the LABRPU for the overall ex-offender population, many of which are Non-Custodial Parents. According to CDCR, the annual average number of adult offenders released to Parole Supervision is 5,862 and 4,847 are released to Probation for a total of 10,709 released offenders in LABRPU, accounting for almost 30% of the statewide annual average release of 36,373.

**Table 11
Ages of Released Population**

Age Range	% Released Population	Age Range	% Released Population
18 – 24	12.0%	45 – 49	9.3%
25 – 29	18.7%	50 – 54	8.1%
30 – 34	15.8%	55 - 59	6.1%
35 – 39	13.8%	60 – 64	3.2%
40 – 44	10.0%	65 and Older	2.9%

The released population is comprised of 81% male and 19% female. Age range data show that the greatest number of released population are 25-29 years of age at 18.1%, with 97% within working age, representing 10,388 potential job seekers, and include Non-Custodial Parents (Table 11). The average age for males is 38.2 years and 37.6 for females, demonstrating little difference in age for both genders. According to CDCR, 30% of supervised population has a mental health designation with 23% of in Correctional Clinical Case Management System (CCCMS) and 7% in Enhanced Outpatient Program. Therefore, for those ex-offenders that are also Non-Custodial Parents, are also likely to have a mental health designation.

**Table 12: LABRPU
Non-Custodial Parent Population by Race**



- Demographic Data:** According to DCSS, the racial breakdown for Non-Custodial Parents residing in LABRPU show that more than half report themselves as Hispanic/Latino, which comprises the largest portion of this population. The Native American Non-Custodial Parents is the smallest group recording at .11% and the Asian population recording at .5%.

Assessment of Service Needs for Each Type & Relative Importance of Type of Services

Based on the input from partners and stakeholders through the forums and meetings, service needs were identified in order to ensure program success and overall goal achievement (Table 13). Demographics for the Verdugo Non-Custodial Parents are shown in Tables 6 through 12.

Additional demographics provided by DCSS for Verdugo Non-Custodial Parents include: 101 (7%) being female and 1,379 (92%) being male (16 individuals recorded as Null or Unknown). In addition, 126 (8%) individuals reported being reentry. Demographics, including barriers, are the basis for identifying the services needed.

Most of the services that were identified benefit all segments of the Non-Custodial Parent population, as well as all special populations. Specific services such as ESL/ABE/ASE meet the needs of ELL and those lacking education including a high school diploma or equivalent. As shown in Table 13, the forum participants focused on the most critical services needed to ensure success for this population; therefore, all ranked as “high” in relative importance. Career pathways in labor demand occupations with competitive wages and direct links to employment was identified as a need for all segments, using UAA@Glendale as a model which infuses all necessary services and support services in the curriculum.

Table 13
Service Needs per Type & Relative Importance

Service Need	Type	Relative Importance
Strategic coordinated support through systems like universal strategic co-enrollment	All	High
Single point of contact	All	High
Coordinated referral system	All	High
Financial services	Those not on payment plan	High
Career Pathways linked to employment with competitive wages	All	High
Career pathways with contextual ESL/ABE/ASE, citizenship, parent education and earn/learn infused in curricula	ELL, lack skills, lack education	High
Intensive support services: mental health, child care, legal support, mentor/advocate, transportation	Mental health designation	High

Current Baseline Services and Local/Regional Modifications Needed

Current baseline services include all Basic and Individualized Career Services as well as Training. Individual assessments are critical to understand educational and work backgrounds as well as skill levels and interests in order to provide accurate career guidance. As a small workforce board, the VWDB is able to assist the VJC in identifying training and career pathway needs and immediately work with partners to coordinate a comprehensive career pathway or other program and services to meet needs of special populations. Current career pathways that can easily be customized for the specific needs of Non-Custodial Parents include the CNC Machinist and Information Technology (IT)/Cybersecurity, as well as those underway such as Biotechnology Technician, Electronic Technology Technician and Logistics. All are aligned with the VWDB’s target industries based on demonstrated projected growth.

As an LA County Department, the WDACS has taken a lead role in coordinating with DCSS, on behalf of the LABRPU for a regional coordinated effort and partnership for referrals and co-enrollments. WDACS is exploring expansion of its Automated Referral System (ARS) as part of the larger effort to align workforce services across LABRPU. WDACS developed the web-based ARS to better track the referrals made by partner departments to the AJCCs within the LABRPU. The ARS is currently used for Non-Custodial Parents referred to the LA County workforce system from DCSS to provide services to unemployed, underemployed, and payment-delinquent non-custodial parents. The goal is to expand the ARS throughout the LABRPU to facilitate access to services for Non-Custodial Parents throughout the region.

The LABRPU is also in the process of coordinating regional career pathways including: Care Coordinators for the healthcare industry (Slingshot), creating a skilled and qualified work force through the expansion of the Metropolitan Transportation Agency’s rail and bus systems, modifications to Los Angeles International Airport terminals, as well as the construction of new airport rental car facilities, and the construction of the Los Angeles Rams/Chargers Football Stadium. Regional career pathways will allow all WDBs to refer participants to centralized pathways that are directly linked to the hiring employers.

Barriers & Existing Resources

Several barriers were identified by partners and stakeholders through the forums and meetings, that are unique to Non-Custodial Parents (Table 14). Existing resources to provide supportive services include WIOA (all Titles), AEP, SWP, private sources from non-profit foundations and donations, CBOs, and DCSS. Expanding the VWDB’s universal strategic co-enrollment system facilitates access to services for special populations and expedite supportive services to participants. The Student Success Team identifies and coordinates the provision of the services, regardless of which partner will fund. As demonstrated through the success of UAA@Glendale, the Student Success Team works together to identify resources and ensures that all students have the services they need.

**Table 14
Non-Custodial Parents: Barriers to Employment**

<ul style="list-style-type: none"> • Mental health • Debt repayment/wage garnished • Suspended license / License removal • Feelings of helplessness, no way out • Other barriers: homeless, reentry • Lack of education; drop-out 	<ul style="list-style-type: none"> • ELL • Friction with the other parent • Lack of parenting skills • Financial counseling: not aware of the benefit of working and earning salary even when wages are garnished
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Facilitate Information Sharing Across Partners

Several efforts are underway locally and regional to facilitate sharing of information. WDACS is currently working on expanding its ARS system for referral of Non-Custodial parents across the region. Locally, the VWDB is building its partnership with DCSS and affirming this partnership and local referral process through an MOU until the regional effort is accomplished. Further, the VWDB is exploring the tracking of this population in an effective and empathetic manner as it collects custody information during the intake/enrollment/assessment process to identify this special population and customize services accordingly. The most effective method for sharing information across partners is through the VWDB’s universal strategic co-enrollment system which uses a universal application packet that is provided to all co-enrolling partners to streamline the process and expedite services. The application packet and back-up documentation are shared across partners for co-enrollment and co-case management. Further, Student Success Teams meet on a weekly basis at a minimum and are constantly communication via phone, text, and email in order to track student progress, identify emerging barriers and coordinate services that are needed.

Several efforts are underway at the state level to identify a universal case management system and access to information across partners. VWDB staff actively participate in these efforts including the Strategic Co-Enrollment Policy Group. Because the VWDB staff is also the AEP/GlendaleLEARNS Coordinator, she has access to AEP data from TopsPro and Launchboard which also facilitates sharing of needed information across partners. Authorization to release

information, including Family Educational Rights and Privacy Act of 1974 (FERPA) are maintained on file to share information across partners. The VWDB is also in the process of developing a customized MOU for its universal strategic co-enrollment system that details the co-enrollment process, sharing of information and confidentiality agreements, as well as other key issues identified by the partners.

ATTACHMENT VI: SERVING INDIVIDUALS WITH ID/DD***Demographics for Individuals with ID/DD***

The civilian labor force in LA for people with disabilities of working age (18 - 64 years of age) is comprised of 186,655 individuals. The overall unemployment rate is 12.48%⁴ more than three times the unemployment rate for individuals without disabilities in the state and nation, recording at 4.0%⁵ and 3.7%⁶ respectfully. However, people with cognitive disabilities record a 21% unemployment rate, almost double the rate for those without cognitive disabilities. Moreover, 266,224 individuals with disabilities of working age are not in the labor force with almost half, 130,114, being individuals with cognitive disabilities⁷. Based on VJC experience in working with this underserved population, many do not enter the workforce because of the lack of services and opportunities available for this customer segment. These profound numbers, including unemployment rates indicate that these individuals are not accessing workforce development services to meet their needs, making them a priority of service for the VWDB. Because the VWDB is only one of two WDBs that currently has career pathways in LA for individuals with ID/DD, the approach to serve this population has been a regional effort since its first cohort in 2015 with UAA@Glendale.

Locally, the Verdugo Consortium is home to 15,976 individuals of working age (18-64 years) with disabilities (Table 15). Of this total, 771 are veterans with service connected disabilities. While 4,714 individuals with disabilities are in the labor force, 11,262 are not⁸. Although there could be many reasons why 70% of working age individuals with ID/DD are not in the labor force, the VWDB has learned that many are not because they do not believe there are employment opportunities for them and are not familiar with services available to train and assist them.

**Table 15:
Labor Force Status with Disabilities**

Demographic	Burbank	Glendale	La Cañada Flintridge ⁹
Total Disability Population 18-64	4,806	10,778	392
Number with Service Connected Disability	320	378	73
Total Labor Force with Disability	1,767	2,789	158
Total Not in Labor Force	3,039	7,989	234

To further demonstrate the challenges that are faced by individuals with cognitive disabilities, the employment data for these individuals was analyzed for the tri-city consortium (Table 16). There are 1,459 individuals with cognitive disabilities that are in the labor force with 862

⁴ Employment Status by Disability Status and Type, Los Angeles County, 2017 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

⁵ Monthly Labor Force Data for Counties, October 2018-Preliminary. State of California Employment Development Department, Labor Market Information Division. November 16, 2018.

⁶ The Employment Situation – October 2018. News Release Bureau of Labor Statistics. US Department of Labor. November 2, 2018.

⁷ Employment Status by Disability Status and Type, Los Angeles County, 2017 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

⁸ Employment Status by Disability Status and Type, Burbank & Glendale, 2017 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

⁹ Employment Status by Disability Status and Type, La Cañada Flintridge, 2013 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

employed, leaving 597 unemployed for an overall unemployment rate of 39% for the three cities. Conversely, the total number of individuals with disabilities that do not have cognitive disabilities is 3,255 with 2,909 of these individuals employed for an unemployment rate of 10.29%. While the overall unemployment rate for people with disabilities at 12.92% is significant, those without cognitive disabilities have a lower unemployment rate at 10.29% than those with cognitive disabilities at 39%, three times higher.¹⁰

Table 16
Unemployment Comparison: Disability vs. Cognitive Disability

Demographic	Burbank	Glendale	La Cañada Flintridge ¹¹
Number in Labor Force with Cognitive Disability	625	834	-
Number with Cognitive Disability Employed	465	397	0
Number with Cognitive Disability Unemployed	160	437	0
Unemployment Rate	25.6%	52.4%	0.0%
Number in Labor Force Without Cognitive Disability	1,142	1,955	158
Number Employed Without Cognitive Disability	1,063	1,688	158
Number Unemployed Without Cognitive Disability	79	267	-
Unemployment Rate	6.92%	13.66%	0.00%

The Center for Disease Control (CDC) released its research findings in 2017 that reported the prevalence of ASD in the US is 1 in 59. These results show a profound increase in ASD reported by CDC in 2009 with a rate of 1 in 110.¹² In CA, the prevalence of ASD is 1 in 113¹³; however, in 2017, the Department of Education reported a 7% increase in diagnosis of ASD in its students, indicating the increase in the autism rate throughout the state continues. A study by UC Davis identified clusters with higher rates of ASD, based on the service areas of Regional Centers. Four of the 10 clusters identified were located in LA County including the Westside Regional Center which serves Culver City, Santa Monica and Inglewood; Harbor Regional Center, serving Bellflower, Harbor City, Long Beach and Torrance; North LA County Regional center serving San Fernando and Antelope Valley; and South Central LA Regional Center serving Compton and Gardena.¹⁴ Therefore, clusters of ASD were found in the northern, western, southern and central areas of LA County. In March 2016, 87,291 people with developmental disabilities, including those with ASD, were recorded as receiving services in LA Regional Centers; however, this does not include those with ID/DD who are not receiving services.¹⁵

¹⁰ Employment Status by Disability Status and Type, Burbank & Glendale, 2017 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

¹¹ Employment Status by Disability Status and Type, La Cañada Flintridge, 2013 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

¹² *Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years – Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2012.* Center for Disease Control (April 2016).

<http://www.cdc.gov/mmwr/volumes/65/ss/ss6503a1.htm>

¹³ *Latest Autism Statistics.* Talk About Curing Autism (December 2015). <http://www.tacanow.org/family-resources/latest-autism-statistics-2/>

¹⁴ *Autism Clusters Identified in California Associated with Areas of Greater Parental Education.* University of California at Davis, Health System (January 2010).

¹⁵ *Monthly Consumer Caseload Report, Regional Center Caseloads by Consumer Status Through March 2016.* CA Department of Development Services. http://www.dds.ca.gov/FactsStats/Caseload_Main.cfm

Table 17
Four Year High School Outcomes

Students	Graduation Rate	Dropout Rates
General Education Students	78%	21%
Students with Disabilities	59%	26%
Speech or Language Impairment	75%	21%
Specific Learning Disability	65%	27%
Other Health Impairment	60%	26%
Autism	48%	11%
Emotional Disturbance	43%	44%
Intellectual Disability	33%	15%
Multiple Disabilities	16%	15%

In an article from WestEd, *Research Helps Target Support for Students with Disabilities*, REL West research found that Students with Disabilities had a significantly lower graduation rate at 59% as compared to General Education Students with a 78% graduation rate (Table 17)¹⁶. These outcomes were based on 41,496 students expected to graduate in 2011. Students with Disabilities also had a higher dropout rate at 26% compared to 21% of General Education Students. Those

students that did not graduate nor dropout, were either retained in school or earned a certificate. Students recording Emotional Disturbance had the highest dropout rate (44%) and students with Intellectual Disabilities or Multiple Disabilities had the lowest graduation rates at 33% and 16% respectively. Yet, earnings and increases in earnings is directly correlated to educational attainment (Table 18). The overall average annual earnings is \$24,041 for individuals with less than high school diploma in the Verdugo region; however, earnings more than double with a Bachelor's Degree¹⁷. Therefore, in order to assist individuals with disabilities, including ID/DD, educational attainment should be a focus and integrated into career pathways.

Table 18
Median Earnings by Educational Attainment

Educational Attainment	Glendale	Burbank	La Canada Flintridge	Verdugo Average
Less than high school	\$ 19,529	\$ 25,558	\$ 27,035	\$ 24,041
High school grad / equivalent	\$ 25,957	\$ 30,751	\$ 40,441	\$ 32,383
Some college or associates	\$ 31,316	\$ 41,007	\$ 50,101	\$ 40,808
Bachelors	\$ 50,865	\$ 53,105	\$ 64,958	\$ 56,309
Graduate or professional degree	\$ 64,557	\$ 70,986	\$ 121,278	\$ 85,607

Students with ASD record a 48% graduation rate, one of the lowest for the student segments researched (Table 17) and an 11% dropout rate, which means that 60% of students are either retained or only earn a certificated, limiting their abilities to earn competitive salaries (Table 18). Studies show that 50,000 students with ASD leave high school each year with hope of finding a job; however, only 58% of these young adults, nationwide, actually do work between high school and their early 20's. Young adults with ASD have the lowest employment rate across disabilities with a 58% rate for ASD. Further, those with ASD that did work, earned an average \$9.11 per

¹⁶ *Research Helps Target Support for Students with Disabilities*. WestEd R&D Alert, May 2016.

https://www.wested.org/rd_alert_online/disabilities-students-research-supports/

¹⁷ *Median Earnings by Educational Attainment 2013-2017 Five Year Estimates*. American FactFinder. US Census Bureau.

hour for part-time work and earned even less for full-time work with a per hour wage of \$8.08. Only 13% are employed in production/manufacturing work with the potential of earning a livable wage,¹⁸ creating the urgency to address the needs of this population through innovative strategies. Nationwide, individuals with ASD are recording unemployment rates as high as 85% for adult individuals with college degrees.¹⁹

Table 19
2014-2024 Fastest Growing Occupations: Los Angeles County

Occupational Title	Estimated Employment 2014**	Projected Employment 2024	Percent Change 2014-2024	Annual Average Percent Change	2016 First Quarter Wages		Education and Levels
					Median Hourly	Median Annual	Entry Level Education
Statisticians	700	1,010	44.3%	4.4%	\$37.76	\$78,542	Masters
Reinforcing Iron and Rebar Workers	610	880	44.3%	4.4%	\$26.93	\$56,024	Diploma
Brickmasons and Blockmasons	930	1,310	40.9%	4.1%	\$29.08	\$60,486	Diploma
Nurse Practitioners	2,390	3,270	36.8%	3.7%	\$58.87	\$122,449	Masters
Floor Layers, Except Carpet, Wood, and Hard Tiles	490	670	36.7%	3.7%	\$26.45	\$55,007	None
Web Developers	6,020	8,190	36.0%	3.6%	\$31.61	\$65,759	Associates
Operations Research Analysts	2,180	2,940	34.9%	3.5%	\$41.01	\$85,299	Bachelor's
Occupational Therapy Assistants	500	670	34.0%	3.4%	\$33.73	\$70,158	Associates
Massage Therapists	7,510	9,880	31.6%	3.2%	\$19.97	\$41,524	Post-Secondary Non-Degree
Roofers	2,350	3,090	31.5%	3.1%	\$25.59	\$53,229	None
Biomedical Engineers	610	800	31.1%	3.1%	\$40.94	\$85,157	Bachelor's
Marriage and Family Therapists	2,980	3,890	30.5%	3.1%	\$22.07	\$45,896	Masters
Commercial Pilots	760	990	30.3%	3.0%	[2]	\$104,196	Diploma
Physician Assistants	2,610	3,390	29.9%	3.0%	\$44.23	\$92,004	Masters
Health Specialties Teachers, Postsecondary	5,310	6,890	29.8%	3.0%	[2]	\$98,457	PhD
Social and Human Service Assistants	14,390	18,650	29.6%	3.0%	\$19.68	\$40,945	Diploma
Agents and Business Managers of Artists, Performers, and Athletes	6,850	8,870	29.5%	2.9%	\$37.27	\$77,519	Bachelor's
Physical Therapist Assistants	1,290	1,670	29.5%	2.9%	\$33.44	\$69,556	Associates
Forensic Science Technicians	680	880	29.4%	2.9%	\$44.67	\$92,917	Bachelor's
First-Line Supervisors of Food Preparation and Serving Workers	24,360	31,500	29.3%	2.9%	\$15.49	\$32,213	Diploma

In Addition to median earnings correlating to educational attainment, the top 20 fastest growing occupations that offer salaries near or exceeding median earnings in Verdugo cities show the educational requirements for entry level hires (Table 19). The fastest growing occupations

¹⁸ *National Autism Indicators Report: transition into Young Adulthood 2015*. Life Course Outcomes Research Program. AJ Drexel Autism Institute.

¹⁹ *Why is the Autistic Unemployment Rate so High?* Thinking Person's Guide to Autism. February 2018.

show that 25% require a minimum of a high school diploma, 20% require a master's degree, 20% require a bachelor's and 20% require an associates degree or post-secondary certificate award²⁰. Therefore, in order for individuals to earn a competitive salary and qualify for the fastest growing occupations, educational attainment must be a focus in service planning and provision.

Partner Organizations & Partner Engagement to Increase CIE

The VWDB has focused on serving individuals with ID/DD for the past five years. While the VWDB and the VJC have served people with disabilities for many years, the strategic focus on ID/DD began five years ago with the examination of the demographic data, the increasing rates of ASD, and the partners' commitment to develop career pathways for this underserved population. The partners, including VWDB, VJC, GCC and its DSPS Counselors, DOR, Lanterman Regional Center, GlendaleLEARNS and Foothill Special Education Local Planning Area (SELPA), among others, worked together to develop and implement UAA@Glendale. Since its inception, the partners launched a Customer-Centered Design project that resulted in the universal strategic co-enrollment system to co-enroll all individuals with disabilities using a single process and single application packet (Attachment IV). The co-enrollment system is the foundation for the integrated approach to delivering services as a partner team. All UAA@Glendale students are co-enrolled in multiple programs with multiple funding sources to ensure all services and supports are provided as needed, allowing for the braiding of resources while avoiding duplication. The success of the partnership has resulted in an 88% placement rate with an average wage of \$16.00 per hour for UAA@Glendale graduates.

The partnership continues to work together to expand career pathways to individuals with ID/DD and have added Information Technology/Cybersecurity. Other career pathways underway include: Electronic Technology Technician, Logistics, and Biotechnology Technician, and will continue to expand services and ensure student success while creating additional CIE opportunities. CIE is not a new concept to the VWDB and its partners. The partners made a conscious and unanimous decision that no participant would ever be placed at subminimum wages. The VWDB has never placed any participant, including those with disabilities, earning below the minimum wage at the time of placement.

Participation in CIE LPA

The VWDB and DOR celebrate a highly integrated and successful partnership as demonstrated through its projects. DOR is co-located at the VJC and GCC allowing daily access to staff for co-case management. An MOU exists as mandated by WIOA Title I and another MOU is under development to specify the roles of partners in the co-enrollment system. This MOU was a request from partners that are not mandated and not included in the One-Stop MOU process. This MOU will stipulate confidentiality agreements as well as sharing information across partners. To further demonstrate the integrated partnership with DOR, LPAs have been developed with the three school districts within the three cities of the Verdugo Consortium: Burbank, Glendale and La Cañada Flintridge Unified School Districts. The VWDB is including in all three LPAs as a key community partner.

The purpose of the LPAs is to foster preparation for and achievement of CIE for youth and young adults (ages 14 through 22) with disabilities including individuals with ID/DD. Through person-centered planning and streamlining the provisions of services, the collaboration will

²⁰ 2014-2024 Fastest Growing Occupations – Los Angeles County. Employment Development Department, Labor Market Information Division. November 2016.

increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population, in alignment with the VWDBs current programs including its strategic co-enrollment system for participants with ID/DD. The LPA's have been signed by the core partners and delineate the VWDB as a key partner along with VJC as the local AJCC, its youth provider Glendale Youth Alliance, and its youth task force Verdugo School to Career Coalition. Copies of the LPAs are included on pages A-101 to A-130.

Verdugo LPA Agreements: Burbank, Glendale, La Cañada Flintridge**COMPETITIVE INTEGRATED EMPLOYMENT BLUEPRINT
BURBANK UNIFIED SCHOOL DISTRICTS/FOOTHILL SELPA
LOCAL PARTNERSHIP AGREEMENT**

Burbank Unified School District | Department of Rehabilitation | Lanterman Regional Center
Effective Period: July 2018 - December 2020

I. PURPOSE

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for youth and young adults (ages 14 through 22) with disabilities including individuals with intellectual/developmental disabilities (ID/DD). Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population. It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

II. CORE PARTNERS (Attachment A: Core Partner Contact List)

- A. LEA Core Partners
 - 1. Burbank Unified School District
 - 2. Foothill SELPA
- B. Department of Rehabilitation
 - 1. Van Nuys/Foothill District- Glendale Branch
- C. Regional Centers
 - 1. Lanterman Regional Center (LRC)

III. COMMUNITY PARTNERS (Attachment B: Community Partner Contact List)

- A. America's Job Centers (Verdugo Job Center)
- B. Colleges and Universities
- C. Family Resource Centers
- D. Independent Living Centers
- E. Glendale Community College District Regional Consortium (GCCDRC)
- F. Local Business for Business Engagement
- G. Verdugo School to Career Coalition
- H. Local Workforce Investment Board (WIB) / Employment Development Department (EDD)

I. California Department of Education (WorkAbility I Grant)

J. Glendale Youth Alliance

IV. **ROLES & RESPONSIBILITIES: Collaboration through Person Centered Processes**

Person Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. The focus individual (FI) and a team of support people (including family, friends and other supports) focus on the FI's vision for their future based on his/her goals. The team meets to identify opportunities for the individual to develop personal relationships, participate in their community, secure and retain competitive integrated employment, and develop skills and abilities to achieve their goals. The team identifies strategies and commits to actions working towards the identified FI's goals.

It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

A. Referral and Intake (ages 14 through 22)

1. BURBANK UNIFIED SCHOOL DISTRICT (BUSD)

- a. Referral: Parent referral, Student Study Team (SST), Self-referral
- b. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student's educational needs and school supports to be provided.

c. Transition Services

Transition services are determined via the IEP process and are outlined in each student's Individual Transition Plan (ITP).

d. Work-Based Learning

i. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. BUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Burbank Unified School District.

ii. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients. The roles and responsibilities are specified in the grant. The FEC program serves BUSD students, ages 18 through 22, who attend the Foothill Area Community Transition Services (FACTS) program. Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

iii. We Can Work

We Can Work is funded through a contract between the Department of Vocational Rehabilitation and the Burbank Unified School District. The roles and responsibilities are outlined in the contract. Students ages 16-21 are eligible to participate in the We Can Work program. This program is under the supervision of the Burbank Unified School District.

participate in the WorkAbility I Program. This program is under the supervision of the Foothill SELPA.

2. DEPARTMENT OF REHABILITATION

a. Referral: Self-referred.

i. "Request or apply for DOR services by submitting one of the following:

i. Potentially Eligible (PE) Consumers – DOR Student Services Request (include attachment)

ii. Vocational Rehabilitation (VR) Consumers – VR Services Application (include attachment)

b. Intake: An initial intake interview will be conducted within 2 weeks of application. Eligibility is determined within 60 days of the application date for VR services.

3. REGIONAL CENTER

a. Referral: Person with legal responsibility over application (e.g. Parent or DCFS Social Worker) must file the application. Referrals cannot be made by teachers, or other individuals who do not have legal authority over the application. Application can be submitted to the Regional Center's Intake Unit by walk-in, online, email, or fax. Application should include the following records, if available:

i. Psychological Evaluations

ii. Medical evaluations/records

iii. School IEPs, assessments, and progress reports

- iv. Health insurance information and card
- v. Social security number or proof of residential address (e.g. California ID, utility bill or other documentation of residential address)
- b. Intake: 15 days from when the application is received, it will be determined if an assessment will be conducted. 120 days from assessment determination, regional center eligibility will be determined. If an assessment will be conducted, an interview will be scheduled with the Intake Service Coordinator to conduct the social assessment. Depending upon the availability of evaluations, a psychological and/or medical evaluation may be conducted.

B. Coordinating Person-Centered Planning

1. BURBANK UNIFIED SCHOOL DISTRICT – INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- a. Under the Individuals with Disabilities Education Act (IDEA), the IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §300.320 through §300.324.
 - i. IEP must include:
 - i. Present levels of performance, indicating how the student’s disability affects their involvement and progress in the general education curriculum;
 - ii. Measurable annual goals, including academic and/or functional goals to meet the needs resulting from the student’s disability;
 - iii. Description of progress on goals;
 - iv. Statement of special education and related services and supplementary aids and services to enable the student to advance toward annual goals, to be involved in and make progress in the general education curriculum;
 - v. Explanation of the extent, if any, to which the child will not participate with nondisabled students in the regular class;
 - vi. Statement of individual appropriate accommodations necessary to measure academic and functional performance

- b. Transition services – Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team and updated annually, including:
 - i. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and transition services needed to assist the student in reaching those goals.
 - c. Transfer of rights at age of majority – Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the student has been informed of their rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under §300.520.
 - d. During the final IEP meeting, the Regional Center and Department of Rehabilitation are invited to present general information and services. Respective agency referral forms may be available at the final IEP and provided as needed.
 - e. If parent indicates they would like services from Regional Center and/or Department of Rehabilitation, agency will be invited to attend IEP meeting.
2. DEPARTMENT OF REHABILITATION – INDIVIDUALIZED PLAN OF EMPLOYMENT (IPE)
- a. IPE will be a written plan of service that assists a consumer to achieve a specific employment outcome in an integrated setting that is selected by the VR consumer and is consistent with the consumer’s unique strengths, resources, priorities, concerns, abilities, interests, and informed choice. DOR Student Services Agreement (include attachment). The DOR Student Services Agreement form assists a PE consumer with choosing expected DOR Student Services and activities that help students prepare for workplace success by exploring options, getting ready for work, and creating careers.
3. REGIONAL CENTER – INDIVIDUAL PROGRAM PLAN (IPP)
- a. The purpose of the IPP is to memorialize the person-centered planning process that resulted in the agreements by the program planning team. The program planning team consists of the client or, where appropriate, parents or authorized representatives. Additional individuals such as teachers, DOR counselors and service providers may be invited with the parent or authorized

representative's consent. The IPP identifies goals and objectives, services and supports, funding, and support provider (generic agency and/or natural supports). IPPs are reviewed periodically (no less than once per year) and can be amended based on identified need.

- b. Clients aged 18 to 22 in school may be eligible to participate in a paid internship program (PIP) or competitive integrated employment program (CIE) if the program planning team grants an exemption based on the finding that the Local Education Agency or the Department of Rehabilitation does not have services sufficient to meet the client's employment needs.

C. Information Sharing and Documentation Processes

1. BURBANK UNIFIED SCHOOL DISTRICT; Foothill SELPA
IEP and school's psycho-educational assessment may be shared with parent/guardian/student's signed Consent to Release Information
2. DEPARTMENT OF REHABILITATION
Information pertaining to eligibility, DOR Student Services Agreement, IPE, and progress reports may be shared with a signed Consent to Release and Obtain Information form (include attachment).
3. REGIONAL CENTER
IPP, psycho-social assessment, medical records and referral, school referral, behavioral assessments, nursing assessments, and private evaluations may be shared with client's signed Release/Obtain Information Request
4. Differentiated Services and Agency Collaboration:
 - a. Students in Secondary Setting
 - i. 16-17-year-old participate in IEP/ITP, are invited to attend resource and transition fairs, as well as benefits training, as needed
 - ii. 18-21-year old participate in IEP/ITP, enroll in DOR and receive information on conservatorship, adult living options and other trainings, as needed (3 agency collaboration)
 - b. Students Post-Secondary
 - i. The school district provides a "search and "serve" model to find youth who may be eligible for special education and/or related services.
 - ii. The Department of Rehabilitation helps students explore the world of work, discover their options, or prepare for success on the job.

- iii. The Regional Center provides advocacy assistance at the IEP/ITP meetings and may support services at the internship or employment site in the community. It must be agreed upon that the school district is unable to meet the student's employment placement needs and any other generic agency such as DOR has been exhausted.
5. Challenges and Solutions: There are several identified barriers to sharing information across agencies including legal regulations; limited communication; parent misconception of individual agencies roles and collaborative purpose; lack of ongoing training. The following are proposed to reduce the identified barriers and increase the efficiency of agency collaboration:
 - i. Request consent to release/obtain information during intake
 - ii. Annual cross-training between agencies to include agency services, benefits training, disability awareness and sensitivity training for employers
 - iii. Parent education training at an earlier age to promote and support independent living skills (elementary age)
 - iv. Create information sheet describing agency supports
 - v. Identify Social Security Liaison
 - vi. School district encouragement of parental invitation to partner agencies for IEP attendance
 - vii. Agencies share appropriate contact information
- D. Resources to improve CIE opportunities and outcomes
 1. Career counseling, information, and referral
 2. Paid Internship Program (PIP)
 3. Customized employment
 4. CIE incentive payment
 5. **AJC Employment Specialist**
 6. Community College Disability Support Programs & Services
 7. Independent Living Center

V. COMMUNICATION

A. Informational

The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for dialogue related to training opportunities, best practices and sharing resources.

B. Functional

Leadership of the LPA will be determined by the local core partners. The process for updating the LPA will be done based upon quarterly check-ins for the first year and semi-annual review each year after.

C. System Measures

- Please refer to DOR District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with disabilities.
- DOR will utilize the Aware database to track individuals with disabilities outcomes.
- DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
- Regional Center will track individuals utilizing the regional center funded Paid Internship Program.
- Regional Center will monitor the FEC program outcomes for referrals to employment programs in collaboration with the Foothill SELPA.
- LEA will track the youth population with disabilities who are nearing school exit and continue to track for one year after exit to collect data on student education, training, and employment, as required by the California Department of Education.
- WorkAbility I grant holders will conduct a one-year follow-up to collect data on student education, training, and employment.

VI. ATTACHMENTS

- A. Core Partner Contact List
- B. Community Partner Contact List
- C. Acronyms

Attachment A: Core Partner Contact List

AGENCY	CONTACT PERSON & TITLE	PHONE NUMBER	EMAIL ADDRESS
Burbank Unified School District	Tamara Schiern, Special Education Director	818-729-4449	TamaraSchiern@BurbankUSD.org
Department of Rehabilitation, Van Nuys District- Glendale Branch	Nancy Osipo-Peera, Team Manager	818-551-2105	Nancy.Osipo-Peera@dor.ca.gov
Foothill Special Education Local Plan Area	Suzan Dunbar, Program Manager	818-246-5378	SDunbar@gusd.net
Lanterman Regional Center	Karen Ingram, Director of Community Services	213-252-5694 213-252-8638	kingram@lanterman.org cwynn@lanterman.org

	Carmen Jimenez=- Wynn, Employment Specialist		
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Attachment B: Community Partner Contact List

AGENCY	CONTACT PERSON & TITLE	PHONE NUMBER	EMAIL ADDRESS
America's Job Centers	Judith Velasco, VJC Workforce Board	(818) 937-8031	JVelasco@GlendaleCA.gov
Colleges/Universities Glendale Community College (GCC) GCC Garfield Campus California State University, Los Angeles (CSULA) California State University, Northridge (CSUN)			
FDLRC Koch Young Family Resource Center	Rose Chacana, Director of KYRC	213-252-4980	rchacana@lanterman.org
Independent Living Centers	Jacqueline Sharp	(818) 908-9574	ilcctrnhs@ilcsc.org
Glendale Community College District Regional Consortium (GCCDRC)	Alfred Ramirez		arameriz@glendale.edu
Verdugo School to Career Coalition	Joylene Wagner		JWagner@GlendaleCA.gov
Workforce Investment Board (WIB)/Employment Development Department (EDD)	Judith Velasco, VJC Workforce Board	(818) 937-8031	JVelasco@GlendaleCA.gov
California Department of Education – WorkAbility I	Barbara Boyd	(916) 319-0756	BaBoyd@cde.ca.gov
Glendale Youth Alliance	Karine Grigoryan		KGrigoryan@GlendaleCA.gov

DOR CORE PARTNERS

Wan Chun-Chang
District Administrator
Department of Rehabilitation

Wan-Chun Chang

FDLRC CORE PARTNERS

Melinda Sullivan, 2-8-19
Melinda Sullivan
Executive Director
Lanterman Regional Center

LEA CORE PARTNERS

Tamara Schiern
Tamara Schiern
Director, Special Education
Burbank Unified School District

Suzan Dunbar
Suzan Dunbar
Program Manager
Foothill SELPA

COMPETITIVE INTEGRATED EMPLOYMENT BLUEPRINT GLENDALE UNIFIED SCHOOL DISTRICTS/FOOTHILL SELPA LOCAL PARTNERSHIP AGREEMENT

Glendale Unified School District | Department of Rehabilitation | Lanterman Regional Center
Effective Period: July 2018 - December 2020

I. **PURPOSE**

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for youth and young adults (ages 14 through 22) with disabilities including individuals with intellectual/developmental disabilities (I/DD). Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population. It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

II. **CORE PARTNERS (Attachment A: Core Partner Contact List)**

- a. LEA Core Partners
 - i. Glendale Unified School District
 - ii. Foothill SELPA
- b. Department of Rehabilitation
 - 1. Van Nuys/Foothill District- Glendale Branch
- c. Regional Centers
 - i. Lanterman Regional Center (LRC)

III. **COMMUNITY PARTNERS (Attachment B: Community Partner Contact List)**

- a. America's Job Centers (Verdugo Job Center)
- b. Colleges and Universities
- c. Family Resource Centers
- d. Independent Living Centers
- e. Glendale Community College District Regional Consortium (GCCDRC)
- f. Local Business for Business Engagement
- g. Verdugo School to Career Coalition
- h. Local Workforce Investment Board (WIB)/Employment Development Department (EDD)
- i. California Department of Education (WorkAbility I Grant)

j. Glendale Youth Alliance**IV. ROLES & RESPONSIBILITIES: Collaboration through Person Centered Processes**

Person Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. The focus individual (FI) and a team of support people (including family, friends and other supports) focus on the FI's vision for their future based on his/her goals. The team meets to identify opportunities for the individual to develop personal relationships, participate in their community, secure and retain competitive integrated employment, and develop skills and abilities to achieve their goals. The team identifies strategies and commits to actions working towards the identified FI's goals.

It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

a. Referral and Intake (ages 14 through 22)**i. GLENDALE UNIFIED SCHOOL DISTRICT (GUSD)**

1. Referral: Parent referral, Student Study Team (SST), Self-referral
2. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student's educational needs and school supports to be provided.
3. Transition Services
Transition services are determined via the IEP process and are outlined in each student's Individual Transition Plan (ITP).
4. Work-Based Learning

a. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. GUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Foothill SELPA.

b. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients. The roles and responsibilities are specified in the grant. The FEC program serves GUSD

students, ages 18 through 22, who attend the Foothill Area Community Transition Services (FACTS) program. Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

ii. DEPARTMENT OF REHABILITATION

1. Referral: Self-referred.

a. "Request or apply for DOR services by submitting one of the following:

i. Potentially Eligible (PE) Consumers – DOR Student Services Request (include attachment)

ii. Vocational Rehabilitation (VR) Consumers – VR Services Application (include attachment)

2. Intake: An initial intake interview will be conducted within 2 weeks of application. Eligibility is determined within 60 days of the application date for VR services.

iii. REGIONAL CENTER

1. Referral: Person with legal responsibility over application (e.g. Parent or DCFS Social Worker) must file the application. Referrals cannot be made by teachers, or other individuals who do not have legal authority over the application. Application can be submitted to the Regional Center's Intake Unit by walk-in, online, email, or fax. Application should include the following records, if available:

a. Psychological Evaluations

b. Medical evaluations/records

c. School IEPs, assessments, and progress reports

d. Health insurance information and card

e. Social security number or proof of residential address (e.g. California ID, utility bill or other documentation of residential address)

2. Intake: 15 days from when the application is received, it will be determined if an assessment will be conducted. 120 days from assessment determination, regional center eligibility will be determined. If an assessment will be conducted, an interview will be scheduled with the Intake Service Coordinator to conduct the social assessment. Depending upon the availability of evaluations, a psychological and/or medical evaluation may be conducted.

- b. Coordinating Person-Centered Planning
 - i. GLENDALE UNIFIED SCHOOL DISTRICT – INDIVIDUALIZED EDUCATION PROGRAM (IEP)
 - 1. Under the Individuals with Disabilities Education Act (IDEA), the IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §300.320 through §300.324.
 - a. IEP must include:
 - i. Present levels of performance, indicating how the student’s disability affects their involvement and progress in the general education curriculum;
 - ii. Measurable annual goals, including academic and/or functional goals to meet the needs resulting from the student’s disability;
 - iii. Description of progress on goals;
 - iv. Statement of special education and related services and supplementary aids and services to enable the student to advance toward annual goals, to be involved in and make progress in the general education curriculum;
 - v. Explanation of the extent, if any, to which the child will not participate with nondisabled students in the regular class;
 - vi. Statement of individual appropriate accommodations necessary to measure academic and functional performance
 - 2. Transition services – Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team and updated annually, including:
 - a. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and transition services needed to assist the student in reaching those goals.
 - 3. Transfer of rights at age of majority – Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the student has been informed of their rights under Part B of the Act, if any, that will

transfer to the child on reaching the age of majority under §300.520.

4. During the final IEP meeting, the Regional Center and Department of Rehabilitation are invited to present general information and services. Respective agency referral forms may be available at the final IEP and provided as needed.
 5. If parent indicates they would like services from Regional Center and/or Department of Rehabilitation, agency will be invited to attend IEP meeting.
- ii. DEPARTMENT OF REHABILITATION – INDIVIDUALIZED PLAN OF EMPLOYMENT (IPE)
1. IPE will be a written plan of service that assists a consumer to achieve a specific employment outcome in an integrated setting that is selected by the VR consumer and is consistent with the consumer’s unique strengths, resources, priorities, concerns, abilities, interests, and informed choice. DOR Student Services Agreement (include attachment). The DOR Student Services Agreement form assists a PE consumer with choosing expected DOR Student Services and activities that help students prepare for workplace success by exploring options, getting ready for work, and creating careers.
- iii. REGIONAL CENTER – INDIVIDUAL PROGRAM PLAN (IPP)
1. The purpose of the IPP is to memorialize the person-centered planning process that resulted in the agreements by the program planning team. The program planning team consists of the client or, where appropriate, parents or authorized representatives. Additional individuals such as teachers, DOR counselors and service providers may be invited with the parent or authorized representative’s consent. The IPP identifies goals and objectives, services and supports, funding, and support provider (generic agency and/or natural supports). IPPs are reviewed periodically (no less than once per year) and can be amended based on identified need.
 2. Clients aged 18 to 22 in school may be eligible to participate in a paid internship program (PIP) or competitive integrated employment program (CIE) if the program planning team grants an exemption based on the finding that the Local Education Agency or the Department of Rehabilitation does not have services sufficient to meet the client’s employment needs.
- c. Information Sharing and Documentation Processes

- i. GLENDALE UNIFIED SCHOOL DISTRICT; FOOTHILL SELPA
IEP and school’s psycho-educational assessment may be shared with parent/guardian/student’s signed Consent to Release Information
- ii. DEPARTMENT OF REHABILITATION
Information pertaining to eligibility, DOR Student Services Agreement, IPE, and progress reports may be shared with a signed Consent to Release and Obtain Information form (include attachment).
- iii. REGIONAL CENTER
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- iv. Differentiated Services and Agency Collaboration:
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 - a. 16-17-year-old participate in IEP/ITP, are invited to attend resource and transition fairs, as well as benefits training, as needed
 - b. 18-21-year old participate in IEP/ITP, enroll in DOR and receive information on conservatorship, adult living options and other trainings, as needed (3 agency collaboration)
 2. Students Post-Secondary
 - a. The school district provides a “search and “serve” model to find youth who may be eligible for special education and/or related services.
 - b. The Department of Rehabilitation helps students explore the world of work, discover their options, or prepare for success on the job.
 - c. The Regional Center provides advocacy assistance at the IEP/ITP meetings and may support services at the internship or employment site in the community. It must be agreed upon that the school district is unable to meet the student’s employment placement needs and any other generic agency such as DOR has been exhausted.
- v. Challenges and Solutions: There are several identified barriers to sharing information across agencies including legal regulations; limited communication; parent misconception of individual agencies roles and collaborative purpose; lack of ongoing training. The following are proposed to reduce the identified barriers and increase the efficiency of agency collaboration:
 - a. Request consent to release/obtain information during intake

- b. Annual cross-training between agencies to include agency services, benefits training, disability awareness and sensitivity training for employers
 - c. Parent education training at an earlier age to promote and support independent living skills (elementary age)
 - d. Create information sheet describing agency supports
 - e. Identify Social Security Liaison
 - f. School district encouragement of parental invitation to partner agencies for IEP attendance
 - g. Agencies share appropriate contact information
- d. Resources to improve CIE opportunities and outcomes
 - i. Career counseling, information, and referral
 - ii. Paid Internship Program (PIP)
 - iii. Customized employment
 - iv. CIE incentive payment
 - v. AJC Employment Specialist
 - vi. Community College Disability Support Programs & Services
 - vii. Independent Living Center

V. COMMUNICATION

- a. Informational

The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for dialogue related to training opportunities, best practices and sharing resources.
- b. Functional

Leadership of the LPA will be determined by the local core partners. The process for updating the LPA will be done based upon quarterly check-ins for the first year and semi-annual review each year after.
- c. System Measures
 - Please refer to DOR District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with disabilities.
 - DOR will utilize the Aware database to track individuals with disabilities outcomes.
 - DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
 - Regional Center will track individuals utilizing the regional center funded Paid Internship Program.
 - Regional Center will monitor the FEC program outcomes for referrals to employment programs in collaboration with the Foothill SELPA.

- LEA will track the youth population with disabilities who are nearing school exit and continue to track for one year after exit to collect data on student education, training, and employment, as required by the California Department of Education.
- WorkAbility I grant holders will conduct a one-year follow-up to collect data on student education, training, and employment.

VI. ATTACHMENTS

- Core Partner Contact List
- Community Partner Contact List
- Acronyms

Attachment A: Core Partner Contact List

AGENCY	CONTACT PERSON & TITLE	PHONE NUMBER	EMAIL ADDRESS
Department of Rehabilitation, Van Nuys District- Glendale Branch	Nancy Osipo-Peera, Team Manager	818-551-2105	Nancy.Osipo-Peera@dor.ca.gov
Glendale Unified School District	Dr. Deb Rinder, Executive Director, Special Education	818-241-3111, ext 1205	DRinder@gusd.net
Foothill Special Education Local Plan Area	Suzan Dunbar, Program Manager	818-246-5378	SDunbar@gusd.net
Lanterman Regional Center	Karen Ingram, Director of Community Services Carmen Jimenez=Wynn, Employment Specialist	213-252-5694 213-252-8638	kingram@lanterman.org cwynn@lanterman.org

Attachment B: Community Partner Contact List

AGENCY	CONTACT PERSON & TITLE	PHONE NUMBER	EMAIL ADDRESS
America's Job Centers	Judith Velasco, VJC Workforce Board	(818) 937-8031	JVelasco@GlendaleCA.gov
Colleges/Universities Glendale Community College (GCC) GCC Garfield Campus			

California State University, Los Angeles (CSULA) California State University, Northridge (CSUN)			
FDLRC Koch Young Family Resource Center	Rose Chacana, Director of KYRC	213-252-4980	rchacana@lanterman.org
Independent Living Centers	Jacqueline Sharp	(818) 908-9574	ilcsctrnhs@ilcsc.org
Glendale Community College District Regional Consortium (GCCDRC)	Alfred Ramirez		arameriz@glendale.edu
Verdugo School to Career Coalition	Joylene Wagner		JWagner@GlendaleCA.gov
Workforce Investment Board (WIB)/Employment Development Department (EDD)	Judith Velasco, VJC Workforce Board	(818) 937-8031	JVelasco@GlendaleCA.gov
California Department of Education – WorkAbility I	Barbara Boyd	(916) 319-0756	BaBoyd@cde.ca.gov
Glendale Youth Alliance	Karine Grigoryan		KGrigoryan@GlendaleCA.gov

DOR CORE PARTNERS

Wan Chun-Chang
District Administrator
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Wan-Chun Chang

FDLRC CORE PARTNERS

Melinda Sullivan
Executive Director
Lanternman Regional Center

Melinda Sullivan 2-8-19

LEA CORE PARTNERS

Dr. Debra Rinder
Executive Director, Special Education
Glendale Unified School District

Debra Rinder

Suzan Dunbar
Program Manager
Foothill SELPA

Suzan Dunbar

**COMPETITIVE INTEGRATED EMPLOYMENT BLUEPRINT
LA CANADA UNIFIED SCHOOL DISTRICTS/FOOTHILL SELPA
LOCAL PARTNERSHIP AGREEMENT**

La Canada Unified School District | Department of Rehabilitation | Lanterman Regional Center
Effective Period: July 2018 - December 2020

I. PURPOSE

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for youth and young adults (ages 14 through 22) with disabilities including individuals with intellectual/developmental disabilities (I/DD). Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population. It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

II. CORE PARTNERS (Attachment A: Core Partner Contact List)

- a. LEA Core Partners
 - i. La Canada Unified School District
 - ii. Foothill SELPA
- b. Department of Rehabilitation
 - 1. Van Nuys/Foothill District- Glendale Branch
- c. Regional Centers
 - i. Lanterman Regional Center (LRC)

III. COMMUNITY PARTNERS (Attachment B: Community Partner Contact List)

- a. America's Job Centers (Verdugo Job Center)
- b. Colleges and Universities
- c. Family Resource Centers
- d. Independent Living Centers
- e. Glendale Community College District Regional Consortium (GCCDRC)
- f. Local Business for Business Engagement
- g. Verdugo School to Career Coalition
- h. Local Workforce Investment Board (WIB) / Employment Development Department (EDD)
- i. California Department of Education (WorkAbility I Grant)

j. Glendale Youth Alliance

IV. ROLES & RESPONSIBILITIES: Collaboration through Person Centered Processes

Person Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. The focus individual (FI) and a team of support people (including family, friends and other supports) focus on the FI's vision for their future based on his/her goals. The team meets to identify opportunities for the individual to develop personal relationships, participate in their community, secure and retain competitive integrated employment, and develop skills and abilities to achieve their goals. The team identifies strategies and commits to actions working towards the identified FI's goals.

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a. Referral and Intake (ages 14 through 22)

i. LA CANADA UNIFIED SCHOOL DISTRICT (LCUSD)

1. Referral: Parent referral, Student Study Team (SST), Self-referral
2. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student's educational needs and school supports to be provided.

3. Transition Services

Transition services are determined via the IEP process and are outlined in each student's Individual Transition Plan (ITP).

4. Work-Based Learning

a. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. LCUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Foothill SELPA.

b. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients. The roles and responsibilities are specified in the grant. The FEC program serves LCUSD

students, ages 18 through 22, who attend the Glendale Unified School District Foothill Area Community Transition Services (FACTS) program. Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

ii. DEPARTMENT OF REHABILITATION

1. Referral: Self-referred.

a. "Request or apply for DOR services by submitting one of the following:

i. Potentially Eligible (PE) Consumers – DOR Student Services Request (include attachment)

ii. Vocational Rehabilitation (VR) Consumers – VR Services Application (include attachment)

2. Intake: An initial intake interview will be conducted within 2 weeks of application. Eligibility is determined within 60 days of the application date for VR services.

iii. REGIONAL CENTER

1. Referral: Person with legal responsibility over application (e.g. Parent or DCFS Social Worker) must file the application. Referrals cannot be made by teachers, or other individuals who do not have legal authority over the application. Application can be submitted to the Regional Center's Intake Unit by walk-in, online, email, or fax. Application should include the following records, if available:

a. Psychological Evaluations

b. Medical evaluations/records

c. School IEPs, assessments, and progress reports

d. Health insurance information and card

e. Social security number or proof of residential address (e.g. California ID, utility bill or other documentation of residential address)

2. Intake: 15 days from when the application is received, it will be determined if an assessment will be conducted. 120 days from assessment determination, regional center eligibility will be determined. If an assessment will be conducted, an interview will be scheduled with the Intake Service Coordinator to conduct the social assessment. Depending upon the availability of

evaluations, a psychological and/or medical evaluation may be conducted.

b. Coordinating Person-Centered Planning

i. LA CANADA UNIFIED SCHOOL DISTRICT – INDIVIDUALIZED EDUCATION PROGRAM (IEP)

1. Under the Individuals with Disabilities Education Act (IDEA), the IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §300.320 through §300.324.

a. IEP must include:

- i. Present levels of performance, indicating how the student’s disability affects their involvement and progress in the general education curriculum;
 - ii. Measurable annual goals, including academic and/or functional goals to meet the needs resulting from the student’s disability;
 - iii. Description of progress on goals;
 - iv. Statement of special education and related services and supplementary aids and services to enable the student to advance toward annual goals, to be involved in and make progress in the general education curriculum;
 - v. Explanation of the extent, if any, to which the child will not participate with nondisabled students in the regular class;
 - vi. Statement of individual appropriate accommodations necessary to measure academic and functional performance
2. Transition services – Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team and updated annually, including:
- a. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and transition services needed to assist the student in reaching those goals.
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The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for dialogue related to training opportunities, best practices and sharing resources.

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- b. Community Partner Contact List
- c. Acronyms

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La Canada Unified School District	Dr. Tamara Jackson, Special Education Director	818-952-8397	TJackson@lcsd.net
Lanterman Regional Center	Karen Ingram, Director of Community Services Carmen Jimenez--Wynn, Employment Specialist	213-252-5694 213-252-8638	kingram@lanterman.org cwynn@lanterman.org

Attachment B: Community Partner Contact List

AGENCY	CONTACT PERSON & TITLE	PHONE NUMBER	EMAIL ADDRESS
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California Department of Education – WorkAbility I	Barbara Boyd	(916) 319-0756	BaBoyd@cde.ca.gov
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District Administrator
Department of Rehabilitation

Wan-chun Chang

FDLRC CORE PARTNERS

Melinda Sullivan
Executive Director
Lanterman Regional Center

Melinda Sullivan 2-8-19

LEA CORE PARTNERS

Dr. Tamara Jackson
Executive Director, Special Education
La Canada Unified School District

Tamara Jackson

Suzan Dunbar
Program Manager
Foothill SELPA

Suzan Dunbar

ATTACHMENT VII: SERVICES TO ELL, FOREIGN BORN, & REFUGEES

ELL Demographics

The Verdugo Consortium is a diverse region with a significant percentage of its population foreign born (Table 20). A total of 146,731 residents are born outside of the US, representing 44.7%, with 82,880 of these reporting that they speak English “less than very well.”²¹ These individuals represent potential candidates for our ESL courses, regardless of their employment status.

Table 20
Verdugo Consortium Foreign Born Population

Demographic	Total	Glendale	Burbank	La Canada-Flintridge
Total population	328,301	203,054	104,834	20,413
Foreign-born population	146,731	107,254	34,483	4,994
Speak English "less than very well"	82,880	65,066	15,924	1,890

Table 21
Characteristics of People Who Speak a Language Other than English at Home

Poverty Levels			
Characteristics	Burbank	Glendale	La Cañada Flintridge
Population 5 years and over for whom poverty status is determined	45,092	128,793	6,650
Below poverty level	6,654	23,503	238
At or below poverty level	38,438	105,290	6,312
Educational Attainment			
Population 25 years and older	35,954	102,774	4,963
Less than high school graduate	5,894	18,905	218
High school graduate (includes equivalency)	7,541	21,887	395
Some college or associate degree	9,254	25,872	742
Bachelor's degree or higher	13,265	36,110	3,608

To further gain insights on barriers identified for ELL participants, the characteristics of people who speak a language other than English at home were examined (Table 21). As shown, a total of 30,395 of residents from all three cities live below poverty level; however, 150,040 live at the poverty level, demonstrating the need for career pathways that can provide livable wages and upward mobility opportunities. Of the 143,691 residents over the age of 25 who speak a language

²¹ *Selected Social Characteristics, 2013-2017 American Community Survey 5-Year Estimates*. American FactFinder, U.S. Census Bureau.

other than English at home, 25,017 are less than a high school graduate indicating the need for ABE/ASE including diploma or equivalent. While a total 35,868 have an Associate degree or some college education and 52,983 have Bachelor's degree or higher, the number living below or at poverty level indicates that many ELL may be underemployed if employed at all. The demographic data supports the barriers identified by the partners and stakeholders that participated in the forums and the services identified to meet the needs of this population.

As an AEP member and provider, the VWDB has access to data from TopsPro Enterprise and Launchboard to enroll students in workforce development services using AEP funds and track services as well as demographics. According to Launchboard, a total of 6,287 students were enrolled in adult education for program year 2016-2017, with 4,648 (74%) of these students enrolled in ESL classes. Of these students, 163 were enrolled into AEP via TopsPro Enterprise, for workforce development services by VWDB, with 52% of these being ELL. These data indicated that the VWDB and GlendaleLEARNS have made significant progress in serving the ELL population; however, this only represents 5% of the ELL that speak English "less than very well" (Table 20), necessitating continued expansion to meet the needs of the Verdugo communities. Further, new immigrants, refugees and asylees continue to enter the area according to GlendaleLEARNS partner and service provider, International Rescue Committee, adding to the ELL population.

Table 22
New Entrants to Los Angeles County 2016-2017

New Entrant Population	# of Entrants
Refugee Arrivals - Refugees Only	1,459
Special Immigration Visa (SIV) Arrivals Served - SIVs Only	293
Asylees Individuals Served - Asylees and Entrants	1,169
Total Entrants	2,921
Resettlement Agency Resettled Refugees and SIVs	2,013
Resettlement Agency Individuals (Walk-Ins) Resettled - Refugees & SIVs	125
Medi-Cal Eligibility Data System (MEDS) CalWORKS Monthly Average - All Eligible Populations	2,422
MEDS Monthly Refugee Cash Assistance (RCA) / Entrants Cash Assistance (ECA) Average - All Eligible Populations	745
Employment Services Participants Served - All Eligible Populations	2,355

The new entrant population to Los Angeles County in 2016-2017 through Resettlement Agencies (RA) such as IRC and Catholic Charities which are both located in Glendale, was comprised of 2,921 individuals (Table 22). Because the RAs are located in Glendale, many of these new entrants are served and reside in Glendale either permanently or until they are resettled. Services in addition to resettlement include temporary assistance such as RCA/ECA and public assistance including CalWORKS and Medi-Cal. These individuals have the legal documentation to work in the US and should enter workforce development services as soon as possible. The VWDB, as a member of GlendaleLEARNS, coordinates ESL introductory classes at the IRC office where these individuals are referred upon entry into the country. In addition to ESL, they receive

citizenship and acculturation workshops as well as counseling, legal, and financial services. The VWDB enrolls the student into AEP which funds the ESL classes and works with IRC to co-enroll job seeking students into WIOA Title and transitioning them to career pathways and additional courses at GCC. According to IRC, the number of new immigrants, refugees and asylees have declined over the past year; however, those that do gain entry, require immediate coordinated services to address their unique needs and transition to employment for self-sufficiency and overall sustainability.

ELL Barriers to Employment

Partners and Stakeholders identified several barriers to employment faced by ELL. Many were common across the priority customer groups including career skills that can assist them in gaining employment with sustainable wages and career progression leading to upward mobility. Barriers that are unique to this population were identified as follows:

- 1) Academic issues in writing and speaking;
- 2) Need childcare services during class; in particular those that are not working and cannot afford to pay for childcare;
- 3) Some are not literate in their own language which makes ESL more challenging;
- 4) Many have gaps in basic education, lack of diploma or credentials that were earned in their native country and not recognized in the US.

Assessment of Gaps in Services

The partners identified the need for childcare during class hours and will explore potential options and services that may be available. Other gaps in services that will be addressed were identified as follows:

- a) Explore purchasing and implementing the software, “Leemos” which teaches basic literacy skills in native languages. Building literacy in native languages may assist these students in learning the English language.
- b) Infuse ESL into career pathways with direct links to employment to ensure program retention.
- c) Infuse ABE/ASE into career pathways to address basic education needs while training for employment.
- d) Expand opportunities for WEX/TSE/OJT and promote the services for those students who have credentials earned outside of the US.

Strategies for Outreach & Recruitment

The VWDB and its partners that serve ELL have learned over time that the best way to outreach and recruit these individuals is to visit their classes and establish relationships. GCC is co-located at the VJC and the VJC is co-located at GCC as well as Burbank Adult School. Staff visit the

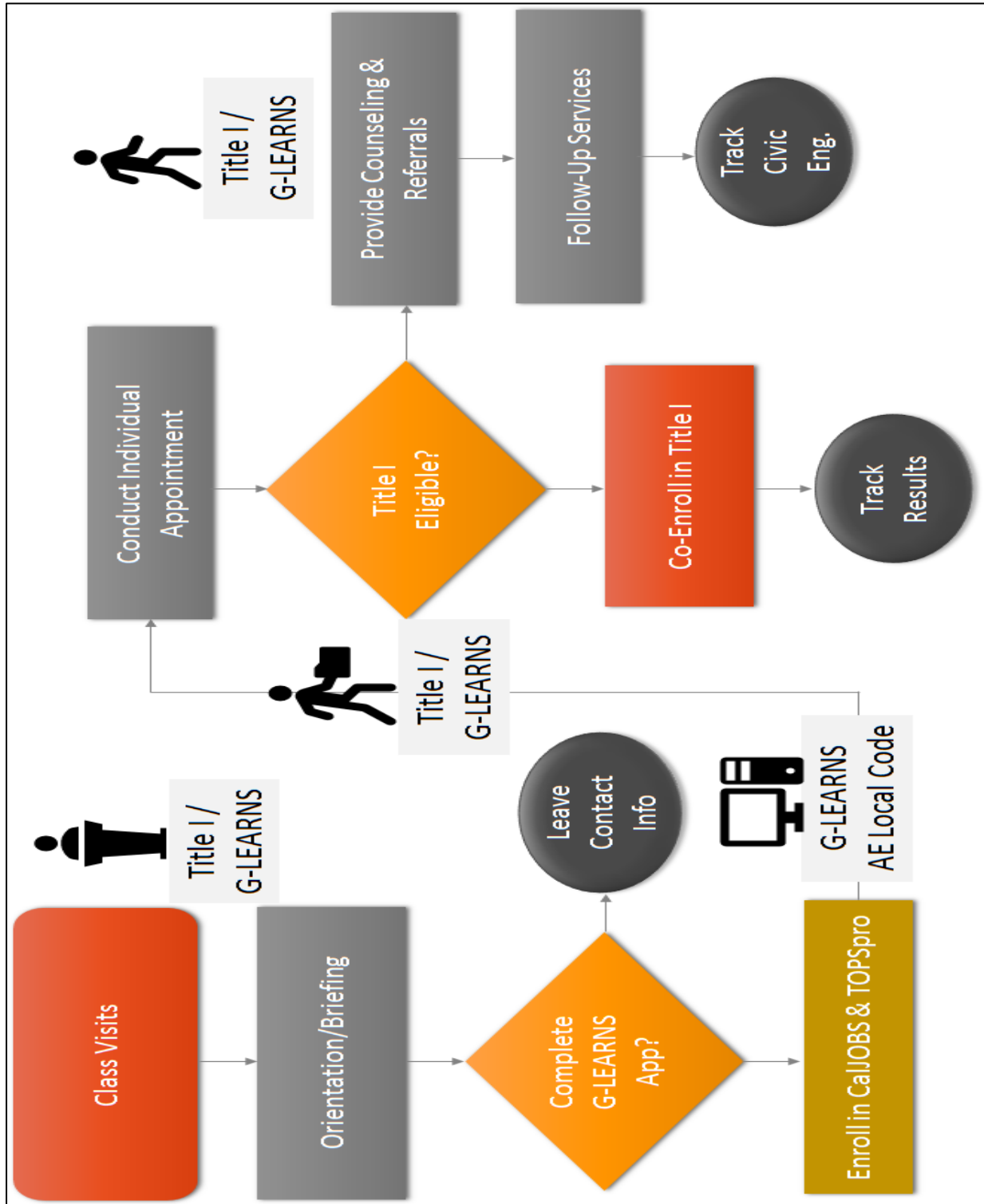
classes and use a universal intake application that can be used by multiple partners to co-enroll students. The integration of workforce development and education in Glendale, allows the VJC to provide WIOA and non-WIOA funded workforce development, depending on their eligibility. The goal of this outreach effort is to co-enroll all eligibility students in AEP and WIOA Title I as well as other sources.

Strategies for Partner Engagement to Serve ELL

The VWDB, in partnership with GlendaleLEARNS, has established several partnerships to assist in serving ELL, as described in Section D (pages 8-10). Key to the success of these partnerships, is capitalizing on the core competencies of community organizations such as the public library and IRC that result in co-enrollment of students.

The IRC serves as a portal for adult ed and higher ed at GCC as well as workforce development services available at VJC. New immigrants, refugees and asylees are referred to IRC for initial services once they enter the country, including citizenship and ESL. Participants begin ESL at IRC and are introduced to other services available at GCC and VJC. VJC staff also visit the IRC to co-enroll participants. For students who meet eligibility criteria, they are co-enrolled into WIOA Title I services and those who do not, receive workforce development services under AEP which only requires that they be 18 years of age or older. For students that are eligible but do not have or do not share their Social Security Numbers, pseudo numbers are assigned and entered into CalJOBS. For those that do not meet eligibility criteria, they are entered into CalJOBS for tracking with a pseudo number and enrolled under AEP grant for services. VWDB's GlendaleLEARNS Coordinator also co-enrolls students into TopsPro Enterprise for reporting AEP services to California Department of Education (CDE). This co-enrollment process is summarized in the Verdugo ELL Co-Enrollment Process (Attachment VIII).

ATTACHMENT VIII: VERDUGO ELL CO-ENROLLMENT PROCESS

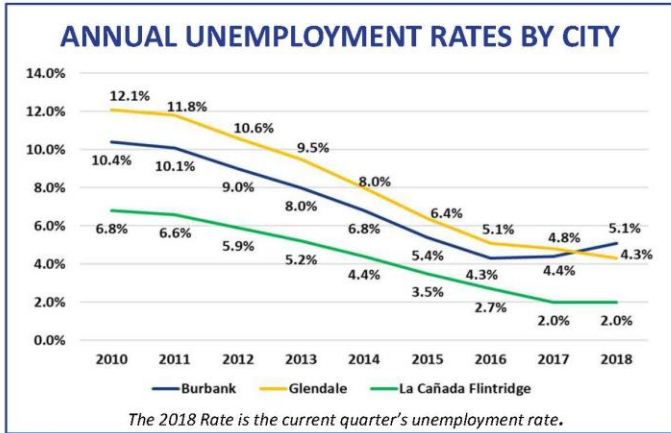


ATTACHMENT IX: OTHER ECONOMIC & LABOR DATA

Verdugo Workforce Development Board
Labor Market Report: Verdugo Region

January 2019
 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.



Unemployment Rates Comparison

Verdugo: 4.4%

LA County: 4.8%

California: 3.9%

USA: 3.7%

UNEMPLOYMENT RATES COMPARISON



The unemployment rates have declined in all three cities, contributing to the overall decrease in the Verdugo region. Notably, we have seen a reoccurring trend where unemployment increases dramatically in August and then decreases in November at the city, Verdugo and LA County areas. Unemployment rates are based on residency in the three cities, county and state.

VERDUGO REGION LABOR FORCE (RESIDENTS)

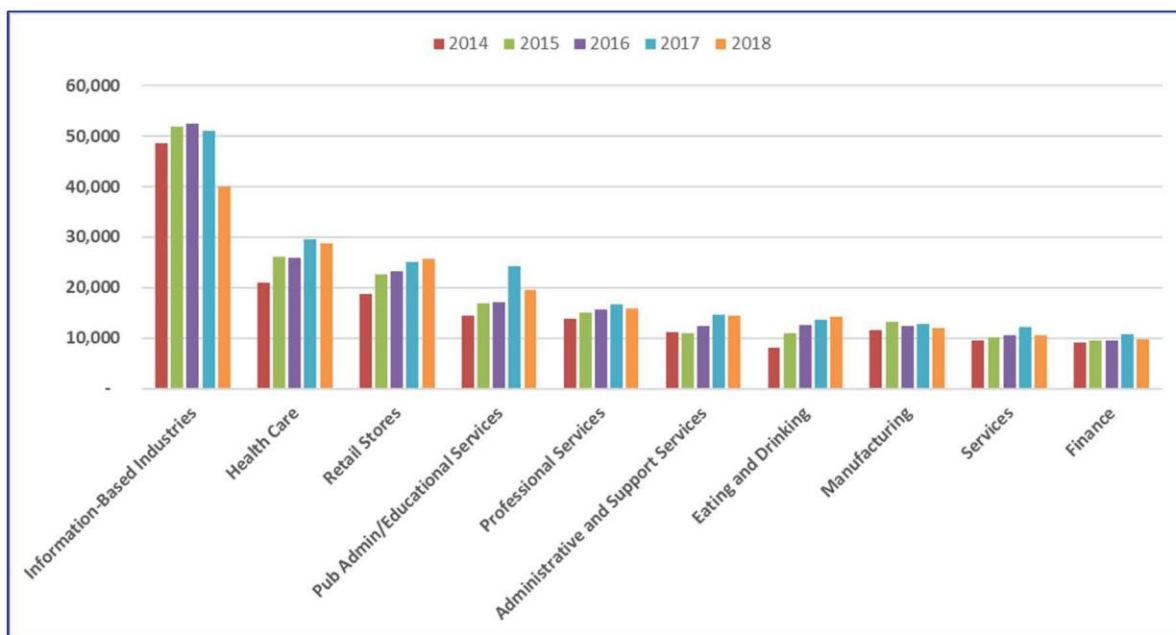


Labor force numbers are also based on EDD estimates of the number of residents who earned at least \$1 during the reporting period. These residents may be working outside of the Verdugo Consortium. The total Verdugo labor force as of November 2018 is 175,300.

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

January 2019
Quarterly Issue

TOP 10 INDUSTRY SECTORS FOR EMPLOYMENT- VERDUGO CONSORTIUM 5 YEAR COMPARISON



Employment in the Verdugo Consortium by industry sector is based on payroll data and the number of employees for firms that are located within the three cities. Employers determine their industry sector by selecting the North American Industry Classification System (NAICS) code when they register with Dun & Bradstreet.

The *Information-Based Industries* 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.

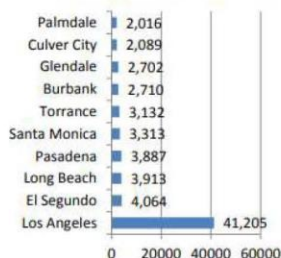
Information-Based Industries, *Health Care*, and *Retail Stores* have consistently been in the top 3 of the sectors for the Verdugo region for the past 5 years indicating the strength of the presence in the area. While still the top sector, we saw a 21% decline in *Information* jobs since 2017. *Health Care* saw a slight 2% decline and *Pub Admin/Educational Services* declined 19%. *Retail Stores* and *Eating & Drinking* had a modest increases of 3% and 5%, respectively. This data continues to support the target industry sectors identified by the VWDB: *Health Care*, *Entertainment*, *Retail*, *Manufacturing*, and *Professional Services/Information Technology*, all which are included in the top 10 sectors.

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

January 2019
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. Registered Nurses	392
2. Software Developers, Applications	304
3. Retail Salespersons	291
4. First-Line Supervisors of Retail Sales Workers	193
5. Security Guards	169
6. Marketing Managers	140
7. Customer Service Representatives	125
8. Network and Computer Systems Administrators	123
9. Market Research Analysts and Marketing Specialists	120
10. Accountants	110

Overall there was a 43% increase in job ads in the top 10 occupations (596 more ads). Registered Nurses jumped to the #1 spot with an 121% increase in ads. Software Developers dropped to #2 but still had a 52% increase in the number of ads. Retail Salespersons rounds out the top 3, moving up from #4 from last quarter. Marketing Manager Job ads dropped 23% and moved to the #6 spot. Network & Computer Systems Admins, Market Research Analysts and Marketing Specialists, and Accountants are new to the top 10 list, replacing Information Technology Project Managers, Executive Secretaries and Executive Admin Assistants, and Computer User Support Specialists.

TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA

445 Ads (+3%)	192 Ads NEW	146 Ads (+22%)	166 Ads NEW	100 Ads (+42%)

*Increase/Decrease from October 2018 Verdugo LMI report. Adventist and White Memorial replaced Robert Half International and NBCUniversal

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

January 2019
Quarterly Issue

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.

Attachment X: Negotiated Performance Measures

**Verdugo's WIOA Title IB & Wagner-Peyser Negotiated Performance Goals
Program Years 2018 and 2019**

PY 2018 Performance Goals					
	Adults	Dislocated Workers	Wagner-Peyser *	Youth	
Employment Rate 2nd Quarter After Exit	64.0%	68.0%	57.7%	65.4%	Employment or Education Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	60.5%	63.5%	53.7%	62.0%	Employment or Education Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	\$5,200	\$7,450	\$5,000	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	53.0%	57.0%	N / A	53.0%	Credential Attainment within 4 Quarters After Exit

PY 2019 Performance Goals					
	Adults	Dislocated Workers	Wagner-Peyser *	Youth	
Employment Rate 2nd Quarter After Exit	66.0%	69.5%	59.7%	66.9%	Employment or Education Rate 2nd Quarter After Exit
Employment Rate 4th Quarter After Exit	62.5%	65.0%	54.7%	64.0%	Employment or Education Rate 4th Quarter After Exit
Median Earnings 2nd Quarter After Exit	\$5,600	\$7,600	\$5,200	BASELINE	Median Earnings
Credential Attainment within 4 Quarters After Exit	54.0%	58.0%	N / A	54.0%	Credential Attainment within 4 Quarters After Exit

Attachment XI: Local Board Assurances

WSD 18-01 ATTACHMENT 11

Local Board Assurances

Through Program Year 2017-20, the Local Workforce Development Board (Local Board) assures the following:

- A. The Local Board assures that it will comply with the uniform administrative requirements referred to in the *Workforce Innovation and Opportunity Act* (WIOA) Section 184(a)(3).
- B. The Local Board assures that no funds received under the WIOA will be used to assist, promote, or deter union organizing (WIOA Section 181[b][7]).
- C. The Local Board assures that the board will comply with the nondiscrimination provisions of WIOA Section 188.
- D. The Local Board assures that the board will collect and maintain data necessary to show compliance with the nondiscrimination provisions of WIOA Section 188.
- E. The Local Board assures that funds will be spent in accordance with the WIOA, written Department of Labor guidance, and other applicable federal and state laws and regulations.
- F. The Local Board assures it will comply with future State Board policies and guidelines, legislative mandates and/or other special provisions as may be required under Federal law or policy, including the WIOA or state legislation.
- G. The Local Board assures that when allocated adult funds for employment and training activities are limited, priority shall be given to veterans, recipients of public assistance and other low-income individuals for Individualized Career services and training services. (WIOA Section 134[c][3][E], and California Unemployment Insurance Code [CUIC] Section 14230[a][6])
- H. The Local Board certifies that its America's Job Center of CaliforniaSM (AJCC) location(s) will recognize and comply with applicable labor agreements affecting represented employees located in the AJCC(s). This shall include the right to access by state labor organization representatives pursuant to the *Ralph Dills Act* (Chapter 10.3 [commencing with Section 3512] of Division 4, of Title 1 of the Government Code, and CUIC Section 14233).

- I. The Local Board assures that state employees who are located at the AJCC(s) shall remain under the supervision of their employing department for the purposes of performance evaluations and other matters concerning civil service rights and responsibilities. State employees performing services at the AJCC(s) shall retain existing civil service and collective bargaining protections on matters relating to employment, including, but not limited to, hiring, promotion, discipline, and grievance procedures.
- J. The Local Board assures that when work-related issues arise at the AJCC(s) between state employees and operators or supervisors of other partners, the operator or other supervisor shall refer such issues to the State employee's civil service supervisor. The AJCC operators and partners shall cooperate in the investigation of the following matters: discrimination under the *California Fair Employment and Housing Act* (Part 2.8 [commencing with Section 12900] of Division 3, of Title 2 of the Government Code), threats and/or violence concerning state employees, and state employee misconduct.
- K. The Local Board assures that it will select the One-Stop Operator with the agreement of the Chief Elected Official (CEO), through a competitive process, or with approval from the local elected official and the Governor's Office. (WIOA Section 121[d][2][A]). The AJCC Operator is responsible for administering AJCC services in accordance with roles that have been defined by the Local Board.

SIGNATURE PAGE

Instructions

The Local Board chairperson and local CEO must sign and date this form. Include the original signatures with the request.

By signing below, the local CEO and Local Board chair agree to abide by the Local Area assurances included in this document.

**Local Workforce Development Board
Chair**

Local Chief Elected Official

Signature

Signature

Marisol Espinoza
Name

Zareh Sinanyan
Name

Chair
Title

Mayor, City of Glendale
Title

Date

Date

Please see attached memo Attachment XII

ATTACHMENT XII: CEO SIGNATURES



To: Tim Rainey, Executive Director
California Workforce Development Board

From: Marisol Espinoza, Chair
Verdugo Workforce Development Board

Subject: Local Plan Modification Signatures

The Verdugo Workforce Development Board (VWDB) completed its public comment period on February 27, 2019 in alignment with the six other Local Boards that comprise the LABRPU. The Local Boards also agreed to submit their Local Plans on March 11, 2019 to be ready for submittal to the State by March 15, 2019.

Because of this stringent schedule that is coordinated with all seven Local Boards in the LABRPU, the VWDB is not able to present the revised plan to the Chief Elected Official (CEO) prior to the local submission on March 11th. The VWDB has reviewed the draft modification for comment but will also be approving the final once feedback from the State (if any) has been received and the Local Plan Modification is revised accordingly. Therefore, the final Local Plan Modification will be scheduled for review and signature during the June meetings in order to ensure the final version is presented before our governing bodies.

This planned presentation and review by the VWDB and CEO in June, will allow the VWDB to submit the final plan with signatures well before the deadline of August 1, 2019.

Thank you for your consideration.

ATTACHMENT XIII: Public Comments



Local Board Record of Comments

Section 108 of the *Workforce Innovation and Opportunity Act* requires the Local Boards to publish the local plan for public comment. The Local Workforce Development Board (Local Board) should include with their local plan submittal, all comments that have been received that disagree with the local plan, how the Local Board considered that input and its impact on the narrative in the local plan.

Please provide these comments in the following format:

Local Plan Modification Section	Comment/Response
Attachment VI	<i>In Addition to Median Earnings by Educational Attainment, it would be helpful to include top occupations with educational requirements as a comparison.</i>
	Table 19 was added showing top 20 fastest growing occupations with salary and educational requirements.
Second paragraph on page 3	<i>Sentence about RIISE is unclear.</i>
	Sentence reworded: “In keeping with other successful VWDB programs, a dedicated RIISE”
P. 4 at top	<i>Sentence about customer-centered ethnographic research is unclear.</i>
	Sentence rephrased.

Attachment XIV: Glossary of Acronyms

Acronym	Definition
ABE	Adult Basic Education
ACL	Administration for Community Living
AEFLA	Adult Education and Family Literacy Act
AJCC	America's Job Centers of California
ARS	Automated Referral System
ASD	Autism Spectrum Disorder
ASE	Adult Secondary Education
BAS	Burbank Adult School
BUSD	Burbank Unified School District
BWC	Burbank Workforce Connection
CA	California
CalWORKS	California Work Opportunity and Responsibility to Kids
CAUSE	Center for Asian Americans United for Self Empowerment
CBO	Community Based Organization
CCCMS	Correctional Clinical Case Management System
CCLA	Catholic Charities of Los Angeles
CDC	Center for Disease Control
CDC	Center for Disease Control
CDCR	California Department of Corrections and Rehabilitation
CDE	California Department of Education
CE	Career Education
CEO	Chief Elected Official
CHA	Centro Community Hispanic Association, Inc.
CHIRLA	Coalition for Humane Immigrant Rights of Los Angeles
CHSPE	California High School Proficiency Exam
CIE	Competitive Integrated Employment
CNC	Computer Numerical Control
CoC	Continuum of Care
CSULA	California State University, Los Angeles CSULA
CSUN	California State University, Northridge
CURB	Californians United for a Responsible Budget
CWDB	California Workforce Development Board
DCFS	Los Angeles County Department of Children and Family Services
DCSS	Department of Child Support Services
DD	Developmental Disabilities
DEA	Disability Employment Accelerator
DEI	Disability Employment Initiative

Acronym	Definition
DR	Department of Rehabilitation
DSPS	Disabled Students Programs and Services
DSS	Department of Social Services
ECA	Entrants Cash Assistance
EDD	Employment Development Department
EDLA	Episcopal Diocese of Los Angeles
ELL	English Language Learner
ESL	English as a Second Language
FACTS	Foothill Area Community Transition Services
FEC	Foothill Employment Collaborative
FERPA	Family Educational Rights and Privacy Act of 1974
FI	Focus Individual
FY	Fiscal Year
GCCDRC	Glendale Community College District Regional Consortium
GUSD	Glendale Unified School District
GYA	Glendale Youth Alliance
HTA	Hospitality Training Academy
IATSE	International Alliance of Theatrical Stage Employees
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IPE	Individualized Plan of Employment
IPP	Individual Program Plan
IRC	International Rescue Committee
IT	Information Technology
ITP	Individual Transition Plan
ITP	Individual Transition Plan
JSPAC	Joint Special Populations Advisory Council
LA	Los Angeles
LABRPU	Los Angeles Basin Regional Planning Unit
LAURA	Life After Uncivil Ruthless Act
LCSA	Local Child Support Agency
LPA	Local Planning Agreement
LRC	Lanterman Regional Center
LWDA	Local Workforce Development Area
MCEDS	Medi-Cal Eligibility Data System
MOU	Memorandum of Understanding
NILC	National Immigration Law Center
OJT	On-the-Job Training

Acronym	Definition
PACE	Pacific Asian Consortium in Employment
PCP	Person Centered Planning
PE	Potentially Eligible
PIP	Paid Internship Program
PTA	Parent Teacher's Association
PWD	People with Disabilities
RA	Resettlement Agencies
RCA	Refugee Cash Assistance
REP	Refugee Employment Program
RIISE	Regional Immediate Intervention Services for Employment
SELPA	Special Education Local Planning Area
SFVCMHC	San Fernando Valley Community Mental Health Center, Inc.
SIV	Special Immigration Visa
SST	Student Study Team
SWP	Strong Workforce Partnership
TRECK	Transition Resources for Employment and Career Knowledge
UAA	Uniquely Abled Academy
US	United States
VESL	Vocational English as a Second Language
VJC	Verdugo Jobs Center
VR	Vocational Rehabilitation
VSTCC	Verdugo School To Career Coalition
VWDB	Verdugo Workforce Development Board
WAI	WorkAbility I
WDACS	Workforce Development, Aging and Community Services
WDB	Workforce Development Board
WEX	Work Experience
WIOA	Workforce Innovation and Opportunity Act
WIPA	Work Incentives Planning and Assistance Program
WSD	Workforce Services Directive
WSIN	Workforce Services Information Notice
E&T	Employment and Training
LACOE	Los Angeles County Office Of Education
DPSS	Department of Public Social Services
AEP	Adult Education Program
AEBG	Adult Education Block Grant
LEARNS	Local Education And Resource Network Services
TSE	Transitional Subsidized Employment
GCC	Glendale Community College

Attachment XV: Scoring Matrix Easy Reference



Local Plan Scoring Matrix Reference

A. CalFresh E & T Partnership		Description Location
i.	The local plan must engage and work with the county Human Service agencies and other CalFresh E&T partners to serve their local CalFresh population.	Pages 1-4
ii.	The local plan specifies how Local Boards will partner with community based organizations, service providers, community colleges and representatives from County Human Service agencies for individuals in their local area.	Page 2
iii.	The local plan provides an overview of the size and characteristics of both the total CalFresh recipient populations in the local area/region and the CalFresh E&T participant populations.	Pages A-79 to A-80
iv.	The local plan assesses the types of workforce services needed to help people receiving CalFresh succeed in the regional and local labor market, including those services that are eligible for 50% federal reimbursement from CalFresh E&T.	Pages 1-4
v.	The local plan describes the employment barriers experienced by people receiving CalFresh in your local area/region, including potential barriers faced by people with disabilities and resources that can be utilized to assist overcoming these barriers, including those resources eligible for 50% federal reimbursement from CalFresh E&T.	Pages A-80 to A-81
vi.	The local plan explains current and prospective local partnerships, including partnerships with local workforce development boards, local Human Service Agencies, and other CalFresh E&T providers, including those that are eligible for 50% federal reimbursement from CalFresh E&T and describes the quality and level of intensity of services provided by these partners.	Page 3
vii.	The local plan describes the ways in which program partners will facilitate information sharing to evaluate need.	Page A-82
viii.	The local plan describes how local/regional partners will braid resources and coordinate service delivery to people receiving CalFresh, including by leveraging 50% federal reimbursement from CalFresh E&T for workforce services, sector pathway programs, supportive services, and retention efforts.	Pages 2-4
ix.	The local plan explains how local/regional partners will identify and partner with local/regional organizations that serve specific types of CalFresh populations and strategies for leveraging existing resources in the community.	Pages 2-4 Pages A-81-82
x.	The local plan describes the types of workforce services available to people receiving CalFresh that are and can be funded by local/regional partners, the baseline level of services, and how the local/regional plan will modify the types and quantity of workforce services provided to this population.	Pages 2-4 A-80-82
xi.	The local plan describes the role of local/regional partners in helping provide services to and integrating people receiving CalFresh into sector pathway programs including participation in program development outreach, and the provision of specialized supportive services.	Pages 2-4
xii.	The local plan describes the way in which local/regional partners will work together to provide supportive services to this population and facilitate program completion.	Page 4

xiii.	The local plan describes the process Local Boards and their partners will use to retain this population in regional sector pathway programs as they progress into livable wage jobs and careers.	Page 4
B. Department of Child Support Services Partnership		Description Location
i.	The local plan specifies how Local Boards will partner with CBOs, service providers, community colleges, and representatives from LCSAs and county Human Service agencies for individuals in their local area.	Page 5-7
ii.	The local plan provides an overview of the size of the Child Support Program population in the local area including the following: an assessment of areas of high concentration, the percentage of noncustodial parents who are unemployed, the percentage of noncustodial parents who are ex-offenders, and to the extent feasible demographic information including race, ethnicity, gender, etc.	Pages A-89-91
iii.	The local plan provides an assessment of the types of services needed for each targeted group challenged with meeting their parental responsibilities.	Pages A-91-93
iv.	The local plan describes the relative importance of the types of services needed to help program participants succeed in the labor market.	Page A-92
v.	The local plan describes types of baseline services that are currently being provided in the local area to individuals from the Child Support Program population and how the regional and/or local plans will modify the types and quantity of services provided.	Pages A-92-93 Pages 6-7
vi.	The local plan describes barriers experienced by Child Support Program participants in the local area, including potential barriers faced by people with disabilities.	Page A-93
vii.	The local plan describes the existing resources that can be utilized to assist with overcoming these barriers.	Page A-92-93 Pages 5-7
viii.	The local plan describes the ways in which program partners will facilitate information sharing to evaluate need.	Pages A-93-94
ix.	The local plan describes ways in which program partners' work together to provide supportive services to noncustodial parents to support job retention.	Page 5
x.	The local plan discusses the steps to be taken to ensure that a comprehensive provision of services is provided to noncustodial parents to facilitate successful labor market outcomes and progression into livable wage jobs and careers.	Pages 5-7 Pages A-92-93
xi.	The local plan discusses how eligibility criteria for workforce services impacts the Local Board's ability to provide workforce services to the Child Support Program population.	Page 5
xii.	The local plan explains obstacles to providing services to the Child Support Program population.	Page 5-6
xiii.	The local plan explains additional tools that can be explored to motivate and support participation and any legal or regulatory barriers to utilizing these tools.	Page 6
xiv.	The local plan explains obstacles to meaningfully engaging in local partnerships.	Page 6
xv.	The local plan describes the process Local Boards and LCSAs will use to retain individuals in relevant workforce and education training programs to support progression into livable wage jobs and careers.	Page 6

xvi.	The local plan describes existing, new, and prospective partnerships with stakeholders to coordinate workforce and related training and education service delivery to Child Support Program participants.	Pages 6-7
xvii.	The local plan describes how local partners, including LCSAs, county Human Service agencies, Local Board, community colleges, adult education providers, CBOs, social enterprise, and other stakeholders will braid resources and coordinate service delivery.	Page 7
xviii.	The local plan describes how local workforce development boards will engage CBOs with a history of serving and working with the targeted populations, such as vocation training providers, in order to offer basic skills and occupational training, job and career search assistance, and supportive services within the local workforce development system.	Pages 5-7 Pages A-91-93
xix.	The local plan describes the referral process and forms utilized to track this population as they are referred from LCSA office and Family Court.	Page 7
xx.	The local plan discusses the tools and incentives that LCSAs can provide to noncustodial parents to promote their participation in workforce development and education training programs, including incentives and tools used to facilitate a successful referral and incentives and tools used to foster a sustained program participation.	Page 7
C. Competitive Integrated Employment Updated Partnership		Description Location
i.	The local plan explains how the area is engaged or plans to become engaged with local partners to increase CIE for jobseekers with ID/DD.	Pages 7-8 Page A-99
ii.	The local plan lists the names of organizations the Local Board is partnering with to implement the partnership plans.	Page A-99
iii.	The local plan describes the level of participation in CIE LPA.	Pages A-99-130
iv.	The local plan describes the ways AJCC staff have gained knowledge or training about serving individuals with ID/DD and the additional programs and resources available in the area.	Pages 7-8
v.	The local plan explains how the area had or will connect with the DOR point of contact who can provide linkages to serve providers and/or supportive services to individuals with ID/DD who are VR consumers.	Page 8
vi.	The local plan describes how the DOR district partner is connecting with the area in their work to outreach to employers and partners to support opportunities for individuals with ID/DD to achieve CIE.	Page 8
vii.	If the area is developing its own recruitment, referral, and employer engagement strategies, then they must be included in the local plan.	Pages 7-8 Page A-99
E. Provisions to English Language Learners, the Foreign Born and Refugees		Description Location
i.	The local plan describes how local/regional partners will braid resources and coordinate service delivery to people English learners, the foreign born and refugees, including increasing access to sector pathway programs, supportive services and retention efforts.	Pages 8-9

ii.	The local plan describes the process Local Boards and their partners will use to <i>retain</i> this population in regional sector pathway programs as they progress into livable wage jobs and careers.	Page 9
iii.	The local plan incorporates any workforce or employment service plans developed by stakeholders (e.g. Employment Services Plans developed by County Welfare Departments etc.).	Pages 9-10

Stakeholder Engagement and Community Outreach Efforts Scoring Matrix Reference

A. Corrections-Workforce Partnership		Description Location
i.	Summary of Community Outreach Efforts and Stakeholder Engagement	Page A-2 - 5
ii.	Documented Efforts to Engage Required Partners in Each Category	Pages A-4 - 5
iii.	Provided Information to the California Workforce Development Board (State Board) on planning meetings, listening sessions, or other public meetings related to the planning process	Page A-5
B. New Partnership with CalFresh		Description Location
i.	Summary of Community Outreach Efforts and Stakeholder Engagement	Page A-5-6
ii.	Documented Efforts to Engage Required Partners in Each Category	Pages A-5-6
iii.	Provided Information to the State Board on planning meetings, listening sessions, or other public meetings related to the planning process	Page A-6
C. Child Support Workforce System Partnership		Description Location
i.	Summary of Community Outreach Efforts and Stakeholder Engagement	Pages A-6 – 7
ii.	Documented Efforts to Engage Required Partners in Each Category	Page A-7
iii.	Provided Information to the State Board on planning meetings, listening sessions, or other public meetings related to the planning process	Page A-8
D. Updated Competitive Integrated Employment Partnership		Description Location
i.	Summary of Community Outreach Efforts and Stakeholder Engagement	Page A-8
ii.	Documented Efforts to Engage Required Partners in Each Category	Pages A-8-9
iii.	Provided Information to the State Board on planning meetings, listening sessions, or other public meetings related to the planning process	Page A-9
E. English Language Learners, the Foreign Born, and Refugees		Description Location
i.	Summary of Community Outreach Efforts and Stakeholder Engagement	Page A-9
ii.	Documented Efforts to Engage Required Partners in Each Category	Pages A-10
iii.	Provided Information to the State Board on planning meetings, listening sessions, or other public meetings related to the planning process	Page A-10