

**VERDUGO
WORKFORCE
DEVELOPMENT
BOARD**

**LOCAL WORKFORCE DEVELOPMENT PLAN
2017 - 2020**

VWDB

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Glossary of Acronyms



AD	Adults
ADA	American's with Disability Act
AEBG	Adult Education Block Grant
AEFLA	Adult Education Family and Literacy Act
AJCC	America's Job Center of California
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AWARE	Accessible Web-Based Activity Reporting Environment
BEF	Baldrige Excellence Framework
BLS	Bureau of Labor Statistics
BTAC	Burbank Temporary Aid Center
BUSD	Burbank Unified School District
BWC	Burbank Workforce Connection
C2PAD	Career and College Pathways for Adults with Disabilities
CA	California
CAPE	California Awards for Performance Excellence
CBIG	California Business Incentives Gateway
CBO	Community Based Organization
CCD	Customer-Centered Design
CDE	California Department of Education
CEO	Chief Elected Official/Officer
CES	Community Enhancement Services
CLEO	Chief Local Elected Official
CMTC	California Manufacturing Technology Consulting
CNC	Computer Numerical Control
COE	Centers of Excellence
CQI	Continuous Quality Improvement
CRM	Customer Relationship Management
CSULA	California State University, Los Angeles
CSUN	California State University, Northridge
CTE	Continuing Technical Education
CUIC	California Unemployment Insurance Code
CWDB	California Workforce Development Board
DOL	Department of Labor
DOR	Department of Rehabilitation
DPSS	Department of Public Social Services
DSPS	Disabled Students Program and Services
DW	Dislocated Workers
Ed	Education
EDD	State of California Employment Development Department
EFL	Educational Function Levels
EIP	Employment Incentive Program
ELL	English Language Learners

EMR	Electronic Medical Records
ESL	English as a Second Language
ETP	Employment Training Planning
ETPL	Eligible Training Provider List
FG	Focus Groups
GCC	Glendale Community College
GEF	Glendale Education Foundation
GREAT	Glendale's Resource for Employment and Training
GUSD	Glendale Unified School District
GYA	Glendale Youth Alliance
GYEP	Glendale Youth Employment Partnership
HCCP	Health Care Case Manager Career Pathway
HPB	High Performance Board
HR	Human Resources
HSEE	High School Equivalency Exam
HUD	Housing and Urban Development
HWOL	Help Wanted Online
ICS	Individualized Career Services
ICT	Information and Communication Technology
IEP	Individual Employment Plan
ISD	Integrated Service Delivery
ISS	Individual Service Strategy
IT	Information Technology
ITA	Individual Training Account
IWD	Individuals with Disabilities
JPA	Joint Powers Agreement
JVS	Jewish Vocational Services
KPI	Key Performance Indicator
LABRPU	Los Angeles Basin Regional Planning Unit
LACOE	Los Angeles County Office of Education
LAUSD	Los Angeles Unified School District
LCF	La Cañada Flintridge
LLSIL	Lower Living Standard Income Level
LMI	Labor Market Information
LMID	Labor Market Information Division
LQ	Location Quotient
LWDA	Local Workforce Development Area
MCSE	Microsoft Certified Solutions Expert
MEP	Manufacturing Extension Partnership
MFT	Marriage and Family Therapists
MOU	Memorandum of Understanding
MSA	Metropolitan Statistical Area
NAICS	North American Industry Classified System
NICE	National Initiative for Cybersecurity Education
NIST	National Institute of Standards and Technology

OES	Occupational Employment Statistics
OFE	Opportunity for Excellence
OJT	On-the-Job Training
OMB	Office of Management and Budget
PJSA	Personalized Job Search Assistance
PTSA	Parent Teacher Student Association
QCEW	Quarterly Census of Employment and Wages
Qtr	Quarter
REA	Re-Employment Assistance Workshops
RFP	Request for Proposal
RN	Registered Nurse
ROP	Regional Occupation Program
SBDC	Small Business Development Center
SCIC	Southern California Indian Center
SELPA	Special Education Local Planning Area
SFV	San Fernando Valley
SGV	San Gabriel Valley
SSI	Supplemental Security Income
SWOT	Strength, Weaknesses, Opportunities and Threats
SWP	Strong Workforce Program
TAA	Trade Adjustment Act
TAP	Talent Acquisition Portal
UAP	Uniquely Abled Program
UI	Unemployment Insurance
US	United States
USA	United States of America
UX	User Experience
VCTC	Verdugo Creative Technologies Consortium
VCTP	Verdugo Creative Technologies Program
VESL	Vocational English as a Second Language
VJC	Verdugo Jobs Center
VSTCC	Verdugo School to Career Coalition
VWDA	Verdugo Workforce Development Area
VWDB	Verdugo Workforce Development Board
WARN	Worker Adjustment & Retraining Notification
WDB	Workforce Development Board
WEX	Work Experience
WIOA	Workforce Innovation & Opportunity Act
WIP	Work Incentive Plan
WIPA	Work Incentive Planning Assistance
WSD	Workforce Services Directive
WSIN	Workforce Services Information Notice

Executive Summary



The Verdugo Workforce Development Board (VWDB) has been providing services to the residents and businesses of the Cities of Burbank, Glendale and La Cañada Flintridge for more than 30 years. The three cities formed a consortium in 1983, under a Joint Powers Agreement, creating the Verdugo Consortium. Under the Workforce Innovation and Opportunity Act (WIOA), the Governor designated the Verdugo Consortium as the Verdugo Workforce Development Area (VWDA) and certified the VWDB to oversee the workforce development system. The VWDB is one of seven Local Boards in the Los Angeles Basin and is a member of the Regional Planning Unit (LABRPU) for planning and participating in regional workforce development activities. The VWDB provides workforce development services through its comprehensive America's Job Center of California (AJCC), known in the community as the Verdugo Jobs Center located in the City of Glendale, and its Annex, Burbank Workforce Connection, located in the City of Burbank.

The VWDA is home to 322,235 residents and 26,274 businesses as of 2015. The workforce is 172,000 residents strong and the economic recovery is seen in business and job growth throughout the LABRPU, as well as the VWDA. This environment creates the opportunity for the VWDB to develop innovative sector strategies and career pathways to achieve its vision of *an economically vibrant, tri-city region with thriving businesses, youth and job-seekers on career paths that reflect their highest potential*. To achieve its vision, the VWDB has been a leader in innovation, selected as one of the pilots for the Integrated Service Delivery Model (ISD) and using this framework to continue providing services through its multiple VJC partners in an integrated customer-centered delivery approach, while braiding resources through co-enrollments. While the VWDB is one of the smallest Local Boards in the LABRPU, we served more than 30,000 individuals in 2015-16 program year, representing some of the most vulnerable residents in the community including individuals with disabilities. Developing and implementing programs and services for individuals with disabilities is one of our core competencies that we are most proud of and is in alignment with our core values of Excellence, Innovation and Respect.

Our Basic and Individualized Services are extensive; however, the unique feature is the partnerships which are well integrated and co-enrollment is a daily occurrence as opposed to an afterthought. We are one of two Workforce Boards in the state that enroll students into CalJOBS who are funded with Adult Education Block (AEBG) Grant funds and co-enrolled into WIOA as well. We are also one of the only Boards to be a voting member of our AEBG Consortium named GlendaleLEARNS. However, we are the *only* Workforce Board to enroll AEBG students into CalJOBS and provide services funded by AEBG and then co-enroll into WIOA as needed. This best practice is exemplified through our Uniquely Abled Program (UAP). The UAP was created in partnership with Glendale Community College, Exceptional Minds, Department of Rehabilitation, and industry partners from the manufacturing industry. It is the first sector pathway designed for people on the Autism Spectrum Disorder (ASD), with training as Computer Numerical Control (CNC) Machinists, creating opportunities for them to enter middle-skill and mid-level wages. These participants were assessed, enrolled in the training, and provided supportive services by the Department of Rehabilitation (DOR) under WIOA Title IV, then enrolled by our VJC staff into AEBG in CalJOBS to provide work readiness and job placement assistance funded by AEBG, then enrolled into WIOA Title I by our VJC staff for On-the-Job Training and retention services. Therefore, these participants were enrolled in AEBG, WIOA Title I, and WIOA Title IV without duplication or supplanting of services, demonstrating the integration of services and braiding of resources.

Serving our local youth continues as a priority for the VWDB and maintains its youth council, Verdugo School-to-Career Coalition (VSTCC), to facilitate cooperation between youth-related partners in the community. The VSTCC meets on a quarterly basis and members include the local school districts, community colleges, youth disability program, elected officials, and VWDB members. The VWDB has

long-standing partnerships with local school districts and colleges, focusing on the successful transition of students from secondary to post-secondary education and/or career training and job placement as appropriate. A systematic referral process exists from secondary to post-secondary education with Glendale Unified School District (GUSD) directly referring students to Glendale Community College Community and Continuing Education, Garfield Campus. Students are referred when they need credit recovery as well as when they graduate. VJC staff are outstationed at the College's Garfield Campus to offer youth services that support students and provide paid work experience as a motivator to earn their diploma or equivalent.

The Verdugo Creative Technologies Consortium (VCTC) focuses on Information as a target industry. The VCTC develops career pathways in Digital Manufacturing and Digital Media for local high school and community college students. Several goals and objectives define the VCTC's efforts, including: development of dual-enrollment plans between the local community college and two school districts in the VWDA; skill competency mapping for target occupations; and industry definition of high-growth career pathways in Digital Media and Digital Manufacturing. In 2017, VWDB will work with Core Program partners which also include the State of California Employment Development Department and DOR to expand an already notable list of VCTC Information sector partners: Warner Bros Entertainment, Inc., Nickelodeon, Cartoon Network Studios, The Motion Picture Editors Guild, and The Art Director's Guild.

The VWDB developed an approach for developing career pathways that begins with industry sector strategies. Business needs assessments are conducted that include skills mapping to determine specific human capital needs. The VWDB convenes partners, including training providers such as Glendale Community College, that design the curricula to meet the needs of the employers. The partners work together to develop the career pathway, design the overall project, and access resources to fund the project. The partners work closely to implement the project and coordinate co-enrollments as well as job placements upon graduation. While the VWDB is the facilitator and convener, the process is led by the business customer to ensure specific requirements and expectations are met. This business-centered approach is also the foundation for our Business Services Team.

Our BST was developed with our partners including EDD to increase job opportunities for our participants as well as to serve the business community. The BST coordinates and implements more than 60 hiring events annually, participates or hosts job fairs on a quarterly basis, fills job order for employers, and provides labor market information as well as other business services. In 2016, the BST was recognized by the US Census for providing them with more qualified candidates than any other workforce development agency in California. The BST, in partnership with Economic Development and California Manufacturing Technology Consultants, also provides layoff aversion and rapid response services.

The VWDB's long history of providing workforce development services in the VWDA has resulted in partnerships that develop and implement innovative career pathways. The VWDB targets customers with multiple barriers for entrance into career pathways to middle-skill occupations and mid-level wages creating opportunities to reach their full potential. The focus on continuing education and training including stackable credentials allows customers at all levels to continue their upward mobility to the middle class or higher and provide economic security for all Verdugo residents.

A. Local Board Vision

i. Strategic Vision

The Verdugo Community: The Verdugo Workforce Development Board (VWDB) has been providing workforce development services to the Cities of Burbank, Glendale and La Cañada Flintridge for more than 30 years. It is one of the seven Workforce Development Boards in the Los Angeles County funded by the Workforce Innovation and Opportunity Act (WIOA). With a combined population of 322,235 residents,¹ it is considered one of the smaller Local Workforce Development Areas (LWDA) in the County. While the LWDA is small, our economy is like no other region in the state with a mix of highly specialized industry niches, including entertainment. Over the years, the VWDB has emerged as a leader in developing innovative programs to serve business and special populations. The fact that the VWDB has been awarded more than 70 competitive grants over the past dozen years with many of them regional grants, is strong testimony to the role as well as the fact that education partners in the region rely on the VWDB to lead efforts for specific sector funding opportunities. Most noteworthy is our success in serving people with disabilities in growth occupations that offer economic security and upward mobility opportunities.

The three Cities that comprise the LWDA, are governed by a Joint Powers Agreement, creating the Verdugo Consortium (Verdugo). The physical boundaries of Glendale, Burbank, and La Cañada Flintridge make up the 57 square-mile Verdugo Workforce Development Area (VWDA). Verdugo is home to 119,418 households with median household income average of \$62,980² (Figure 1). The labor force is 172,000 residents strong (Figure 2) with an average unemployment rate of 4.3% representing 7,300 residents.³ According to the State of California Employment Development Department (EDD), the labor force is determined by the number of residents who earned any income during the reporting period. As shown in Figure 2, the City of Glendale has the largest labor force with 103,100 residents. These labor force results, including the low unemployment rate, reflect the vibrant economic landscape of the tri-City communities.

Figure 1: Median Household Income

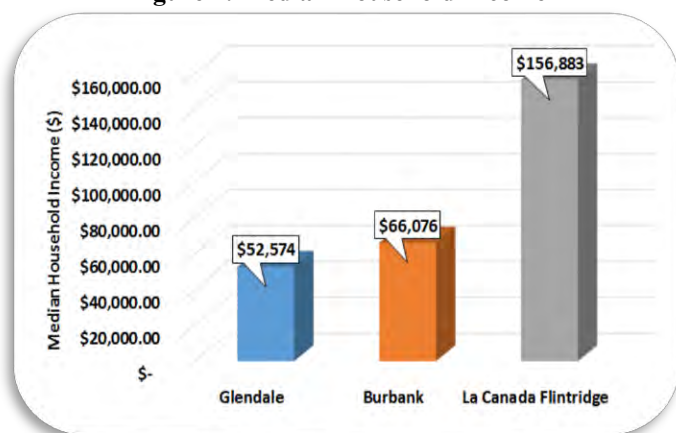


Figure 2: Labor Force Data November 2016

City	Labor Force	Employment	Unemployment
Burbank	59,200	56,800	2,300
Glendale	103,100	98,300	4,800
La Cañada Flintridge	9,700	9,400	200

The total number of residents that are in labor force and ages 55 to 74, is 59,797 as of 2015.⁴ The foreign-born population comprises 48.3% of the population (five years of age and over) for a total of 147,141 residents. Further, 28.7% of the population ages five years and over reported they speak English “less than

¹ *Demographic and Housing Estimates, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

² *Selected Economic Characteristics, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

³ *Monthly Labor Force Data for Local Workforce Development Areas, Report 400 November 2016.* Employment Development Department Labor Market Information Division.

⁴ *Employment Status, 2011-2015 American Community Survey 5 Year Estimates.* American FactFinder, US Census Bureau.

very well”⁵ (Figure 3). This provides insight to the current and future English Language Learners (ELL) that may need English as a Second Language (ESL) services. Individuals with disabilities (IWD) comprise 12.3% of the population, representing 39,348 residents.⁶ Veterans (civilian, 18 years and over) comprise 3.8% or 9,877 residents.⁷ While not all veterans and IWD participate in the labor force, the population segments provide insight to the potential customers that the VWDB targets for priority of service.

The average educational Attainment (high school diploma) rate for the VWDA is 90.23% (Figure 4) with all three cities surpassing the national average. While the educational attainment is high, 12% of residents age 18 years and over do not have a high school diploma, representing 33,866⁸ residents. Further, a total of 19,627 residents have less than a 9th grade education level.⁹ These demographics also provide insight into the potential need for literacy and numeracy education services. The average poverty rate for VWDA is 12.6% representing 40,496 residents living below the poverty level (Figure 5).¹⁰

Burbank: Only a few miles northeast of Hollywood, numerous entertainment and media companies are headquartered in Burbank or have significant production facilities here. Home to the Hollywood Burbank Airport and an estimated population of 105,319 in 2015,¹¹ Burbank is the eastern-most city in Los Angeles County’s San Fernando Valley (SFV), also known as the “Valley of the Stars.”

In 2015, median household income was \$66,076 in Burbank (Figure 1).¹² However, the individual

Figure 3: Speak English Less than Very Well

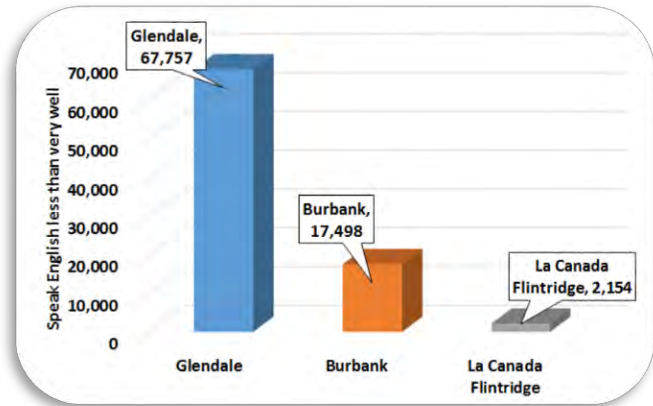


Figure 4: Educational Attainment

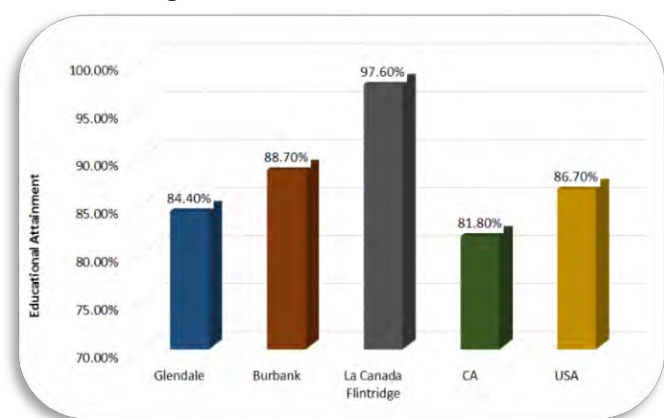
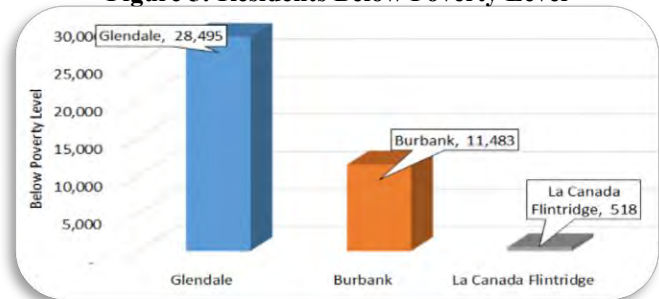


Figure 5: Residents Below Poverty Level



⁵ Selected Social Characteristics, 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau.

⁶ Ibid.

⁷ Veteran Status, 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau.

⁸ Based on Five Year Estimate Population, 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau

⁹ Educational Attainment, 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau.

¹⁰ Selected Economic Characteristics, 2011-2015 American Community Survey 5 Year Estimates. American FactFinder, US Census Bureau.

¹¹ Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2015. US Census Bureau Population Division.

¹² Ibid. Selected Economics.

median earnings is \$40,055. Household income includes the earnings of all members as well as other sources of income such as rental properties. Median earnings (Figure 6), however, are the average annual earnings of an individual member of a household. Also in 2015, Burbank recorded an 11% poverty rate with an estimated 3.2% of residents receiving public assistance.¹³ Burbank companies include Disney, Warner Bros. Entertainment, and Nickelodeon are all headquartered here. This multi-billion-dollar economic engine supports hundreds of allied companies and creative professionals in the region.

Figure 6: Median Earnings



Glendale: In July 2015, Glendale recorded a population of 201,020 residents.¹⁴ Glendale is the westernmost city in Los Angeles County's San Gabriel Valley (SGV). Glendale is home to Disney Interactive's Grand Central Creative Campus, the Muppet Studio, Marvel Animation Studios, DisneyToon Studios, the Disney Animation Research Library, Disney Animation Archive, and DreamWorks Animation. International trade, particularly with the Pacific Rim, has become a vital aspect of the SGV economy. While all business sectors are well represented, Professional Services, Education, Health Care, Technology, Tourism, and Manufacturing are standouts in the SGV. Median household income for Glendale is \$52,574 (Figure 1), median earnings average is \$31,110 (Figure 6) with 14.6% of residents earning incomes below the poverty level (Figure 5) and 7.8% of residents 16 years and over, received public assistance.¹⁵

La Cañada Flintridge: La Cañada Flintridge (LCF) is a small, affluent suburban city in the Crescenta Valley and far western end of the SGV to the northwest of Pasadena. The City was home to an estimated 20,590 residents in 2015.¹⁶ In LCF, median household income is \$156,883 (Figure 1), median earnings are \$67,500 (Figure 6) and .5% of residents receive public assistance.¹⁷ LCF is home to the NASA Jet Propulsion Laboratory, the primary United States research and development center for robotic exploration of our solar system.

The Verdugo Business Community: Coming out of the Great Recession, Professional, Scientific, and Technical Services (\$10 billion) and Retail Trade (\$5.4 billion) combined accounted for 44% of all reported sales, shipments, receipts, revenues and business done (\$35.1 billion) in the VWDA in 2012.¹⁸ More VWDA companies were found in Professional, Scientific, and Technical Services in December 2016 than any other industry (3,121 businesses) followed by Administrative and Support Services and Waste Management and Remediation Services (3,168), Health Care and Social Assistance (2,852), Retail Trade (2,634), and Other Services (except Public Administration) with 2,493 businesses.¹⁹ A combined 26,274 businesses operated in the VWDA in September of 2016 with Information as the area's largest job sector employing 53,176. Health Care was the second largest sector at 28,679 workers followed by Retail Trade

¹³ *Poverty Status in the Past 12 Months 2011-2015 American Community Survey 5-Year Estimates.* American FactFinder, US Census Bureau.

¹⁴ *2015 Population Estimate (July 2015).* American FactFinder, US Census Bureau.

¹⁵ *Selected Characteristics of People at Specified Levels of Poverty in the Past 12 Months: 2011-2015 American Community Survey 5-Year Estimates.* American FactFinder, US Census Bureau.

¹⁶ *Ibid. Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2015.* US Census Bureau Population Division.

¹⁷ *Ibid. Poverty Status in the Past 12 Months 2010 American Community Survey.* American FactFinder, US Census Bureau

¹⁸ *2012 Economic Census of Island Areas, and 2012 Nonemployer Statistics.* US Census Bureau, 2012 Economic Census.

¹⁹ *Ibid. 2012 Economic Census of Island Areas, and 2012 Nonemployer Statistics.*

with 25,216²⁰ employees. The workforce numbered 172,000 in November 2016 (Figure 2). Based on the industry and occupational outlook (Figure 7) in the VWDA, as well as the labor intelligence provided in our Regional Plan, the VWDB has identified its target as: health care, manufacturing, professional and business services, information, and retail trade. As a region, the LABRPU is also targeting health care, information and manufacturing (Figure 8).²¹ Further, occupations in these target industries provide opportunities for our participants to attain employment in middle-skill and mid-level wages allowing them an opportunity for economic security.

Understanding the economic and demographic landscape of the Verdugo Consortium, has allowed the VWDB to establish the strategic direction for the workforce development system. Using the data, the VWDB conducted an environmental scan and used the results to conduct an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT), and those results were used to identify strategic challenges, goals and objectives.

Strategic Vision for the Verdugo Workforce Development System:

A proud member of the America’s Job Centers of California (AJCC), the VWDB oversees a full-service jobs center located in the City of Glendale as well as an affiliate site in the City of Burbank which serves as an annex for enrollment into funded programs and other AJCC services. The City of Glendale serves as the operator of the AJCC which is known in the community as the Verdugo Jobs Center (VJC) located in its city, while the City of Burbank operates the annex, Burbank Workforce Connection (BWC).

To implement the purpose of WIOA throughout the State, the California Workforce Development Board (CWDB), released its Unified Strategic Workforce Development Plan for the years, 2016-2020. The CWDB’s vision for California’s workforce development system is stated in its Plan as follows: “Skills Attainment for Upward Mobility and Shared Prosperity”²². Consistent with WIOA, the CWDB has developed its State Plan based on three policy objectives and seven priorities.

The VWDB’s Vision and Mission (Figure 9) are in alignment with CWDB’s Vision with both focused on upward mobility of customers. The vision and mission establish the foundation to lead the tri-city workforce development system in responding to community needs. The VWDB’s Vision and Mission were revised following an environmental scan and an analysis of its SWOT during its strategic planning process. The revised Vision and Mission are also in alignment with the CWDB’s seven strategic priorities. The Vision

Figure 7: Industry Employment Growth 2015-2020

Industry	Annual Avg % Growth	Percent Change
Manufacturing: Durables	0.3	3.3
Manufacturing: Non-Durables	0.2	2.0
Information	0.8	8.4
Professional & Business Services	3.0	98.6
Retail Trade	0.4	9.4
Educational & Health Care	2.5	99.8

Figure 8: VWDB Target Industries



Figure 9: VWDB Vision & Mission

Vision

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

Mission

To transform lives, businesses, and the community through innovative workforce services.

²⁰ *EconoVue Report as of September 2016*, National Establishment Time Series Database Dunn and Bradstreet.

²¹ *Los Angeles: People, Industry and Jobs 2015-2020*. Institute for Applied Economics, Los Angeles Economic Development Corporation. May, 2016.

²² *California’s Unified Strategic Workforce Development Plan, Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity: California’s Workforce Development Plan Under the Workforce Innovation and Opportunity Act (WIOA) for Program Years 2016-2020*. California Workforce Development Board.

and Mission were introduced to the VJC partners and other stakeholders for review and comment and the statements were revised again based on feedback to support regional growth and self-sufficiency. The VWDB’s Values (Figure 10) were also developed using the same process as the Vision and Mission.

Figure 10: VWDB Values



Using the results of the environmental scan, SWOT analysis, and examination of its competitive environment, the Executive Committee assessed its strategic challenges. Strategic challenges are those pressures that exert a decisive influence on the VWDB’s likelihood of future success. The VWDB defined its strategic challenges as follows:

- Placing the VWDB in the best possible position to be able to adapt to the new legislation and program requirements.
- Assuming a greater role in being a convener/catalyst/collaborator to engage business and drive regional efforts for successful industry sector strategies and economic development.
- Capitalizing on our competitive advantage to secure industry leadership that assists in building relationships with business in key industry sectors.
- Developing the foundation to enable the Board to compete for additional grants that are only available to non-profit 501(c)3 corporations, to provide additional support services to customers with multiple barriers to employment.
- Increasing visibility in the community through outreach and online strategies using social media as well as other evidence-based tools to create our brand as the training “hub” for residents and businesses when they need workforce development services.
- Finding ways to innovate our services and delivery model to increase our competitive advantage while exceeding the needs and expectations of our customers.

Figure 11: VWDB Goals Aligned to CWDB Priorities & Objectives

VWDB Goal	CWDB Priority	CWDB Objective
<ul style="list-style-type: none"> ▪ To be recognized by the Verdugo community for our integrity and ability to create value for businesses and job-seeking customers 	<ul style="list-style-type: none"> ▪ Organizing Regionally, Building Cross System Data Capacity, Sector Strategies, Career Pathways, Utilizing Earn and Learn Strategies Providing, Supportive Services 	<ul style="list-style-type: none"> ▪ Fostering “demand-driven skills attainment” ▪ Enabling upward mobility for all Californians ▪ Aligning, coordinating, and integrating programs and services
<ul style="list-style-type: none"> ▪ Lead industry innovation and performance excellence as a high-performing workforce development board 	<ul style="list-style-type: none"> ▪ Building Cross System Data Capacity, Sector Strategies, Career Pathways, Utilizing Earn and Learn Strategies Providing, Supportive Services 	<ul style="list-style-type: none"> ▪ Fostering “demand-driven skills attainment” ▪ Enabling upward mobility for all Californians ▪ Aligning, coordinating, and integrating programs and services
<ul style="list-style-type: none"> ▪ Maximize economic vitality and opportunity in the Verdugo region by leveraging our competitive advantages 	<ul style="list-style-type: none"> ▪ Organizing Regionally, Building Cross System Data Capacity, Sector Strategies, Career Pathways, Utilizing Earn and Learn Strategies 	<ul style="list-style-type: none"> ▪ Fostering “demand-driven skills attainment” ▪ Enabling upward mobility for all Californians ▪ Aligning, coordinating, and integrating programs and services
<ul style="list-style-type: none"> ▪ Effectively address the workforce and business development needs of the Verdugo community through diversified resources and funding 	<ul style="list-style-type: none"> ▪ Integrating Services and Braiding Resources 	<ul style="list-style-type: none"> ▪ Aligning, coordinating, and integrating programs and services

The aforementioned strategic challenges were then used as the basis for developing the VWDB’s Strategic Goals and Objectives to set the direction for the next four years. This approach ensures that goals and

objectives (Attachment I) are developed to specifically address the challenges and leads the organization to focus on the strategic direction, as well as performance measures, towards overall organizational success.

The VWDB goals (Figure 11) are aligned and set to contribute to CWDB's three policy objectives, seven priorities, and goal to: *“produce a million “middle-skill” industry-valued and recognized postsecondary credentials broadly defined here as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government, as well as industry-valued associate degrees that facilitate movement into either the labor market or longer term educational programs aligned with the state’s workforce needs.”*²³

ii. Strategy for Core Program Implementation

A primary funding source for the workforce development system, the WIOA was signed into law on July 22, 2014. The new legislation has driven several changes and revisions to the system, allowing opportunities for innovation that further meet the needs of the communities located within the VWDA. Our core programs and services are designed to help job seekers access employment, education, training and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. We rely on our VJC partners to work with us to complete the service package for customers and deliver exceptional service in an integrated seamless manner. In order to implement core programs, the VWDB relies on its strategic plan and the Memorandum of Understanding (MOU) Phase I.

We will also rely on the Local and Regional Plan as a guide in implementing programs as partners in the LABRPU (Figure 12).

- a. **Strategic Plan:** The strategic plan serves as a guide to carry out core programs and ensure they are aligned with the vision and mission set forth by the VWDB. In addition, partners, stakeholders and customers were included in the review of strategic plan goals and objectives and provided input. Further, VJC partners worked together to develop action plans on key issues that stemmed from the goals and objectives including: co-enrollment, sharing of customer information, serving special populations, and data gathering and reporting systems to further integrate partner services. The input and participation of all key stakeholders in development of the plan created the commitment to work together to implement core programs throughout the workforce development system including through the VJC and BWC.
- b. **MOU Phase I:** The VWDB has long-standing partnerships with its VJC partners, many spanning 30 years. Traditionally, VWDB has held MOUs with partners to delineate the referral process for co-enrolling customers and other opportunities for integrating services and braiding resources with an Integrated Service Delivery (ISD) framework. The MOU Phase I was the next step in enhancing our ISD with a customer-centered approach by delineating partner roles, process for cross-referral, protocols on sharing of information, and creating an inventory of all services available or accessible at the VJC, its BWC annex, as well as all other partner sites. Moreover, because the partners were involved in the strategic planning process and development of the strategic plan, the partners adopted the VWDB vision, mission, values and goals as the operational framework. The MOU also serves as a pledge of commitment to the vision, mission, values and goals as well as the CWDB's objectives and priorities which are also stipulated in the document. The partners also committed to:
 - 1) Continuous Local Partnership building;
 - 2) Continuous planning in response to state and federal requirements;
 - 3) Responsiveness to local and economic conditions and employer needs;

Figure 12: Strategy for Implementation



²³ Ibid.

- 4) Adherence to common data collection and reporting needs;
- 5) Make services applicable to the Local Partner program(s) available to customers through the Local System; and
- 6) Participate in capacity-building and staff development activities in order to ensure that all Local Partners and staff are adequately cross-trained.

The partners meet once a month to discuss implementation of the strategies delineated in the MOU as well as developing innovative ideas to continue enhancing integrated service delivery. They strategize service delivery including: co-enrollments, wrap around services, career pathways, referrals, and joint hiring events. Meeting locations rotate at off-site partner sites and at the VJC. Each meeting host conducts tours for new partner staff and provides updates on program eligibility, and services or resources available. This provides ongoing cross-training to keep partners updated on changes to services and requirements. The MOU Phase II is underway which will include cost sharing agreements with our AJCC partners.

Once the MOU Phase II is signed, the VJC partners will be assessing their current ISD Teams to ensure any new staff or partners are assigned. The partners will also re-assess customer flow to ensure that all new programs and services are fully integrated and seek opportunities for innovation. Continuous assessment and improvement of customer flow and ISD facilitates co-enrollment and accessibility of services needed to meet participant needs.

- c. **Local & Regional Plan:** Stakeholder Forums were held for Local and Regional Planning. Forum participants included our VJC partners representing education; community based organizations (CBO); WIOA Title II, III, and IV representatives; and business customers including those representing our target industries.

The participants explored key workforce development issues including: industry-valued credentials, career pathways, and pathways to middle-class. This allowed participants to assess workforce activities as well as Verdugo's workforce development system overall. Business customers provided direct input to their expectations and requirements, noting where workforce development services could develop services to meet their needs. Key learnings from the sessions were used to develop a summary of opportunities for excellence (OFE) for the partners to address over the next four years (Attachment II). These OFEs also serve as a guide for carrying out core programs including industry sector strategies, career pathways, youth services, earn & learn, and services to special populations. Addressing these issues will also contribute towards the VWDB's strategic goals and objectives.

The Regional Plan also delineates several approaches for implementing regional sector strategies and career pathways that will assist us in implementing core programs at the regional level. The Slingshot Initiative in health care is an example of how the Local Boards are working together to develop a sector pathway in the LABRPU. The Boards have identified employment needs for Case Manager and Care Coordinator and are in the process of working together to fully develop and implement the sector pathway.

The City of Los Angeles Workforce Development Board (WDB) is currently funding and leading the industry sector strategies for four target industries: BioScience (advanced manufacturing), Health Care, Manufacturing and Transportation and Logistics. The VWDB has signed a partnership agreement to participate and assist in developing the sector pathway for BioScience and has been actively involved in employer convenings to date. The VWDB will also participate in the other three sectors as they begin coordinating with the six other WDBs in the LABRPU. The result of these strategies will be strategic plans that delineate the process for implementing career pathways that meet the human capital needs of the industry.

B. Alignment to State Plan Policy

i. Workforce Development System

The Vision, Mission and Values as well as the strategic goals and objectives serve as a guide for the VJC partners to reinvent programs and further integrate services and meet customer needs. The workforce development system consists of all programs and services offered by the AJCC partners regardless of whether they are co-located. The MOU describes the referral process for partners to refer participants to the AJCC as well as each other. The MOU also describes how all partners are committed to creating access for all services and ensure a robust workforce development system.

The VWDB’s workforce development system begins with our customers and understanding their needs. Our adult job seekers (18 and over) are segmented into two groups: Dislocated Workers (DW) and Adults (AD). Segmenting our customers allows us to examine their specific needs and experiences and use that information to design or re-design customer-centered services. We also use this information to coordinate services across partners and streamline processes. For example, understanding the experience of our customers with disabilities and how they navigate through programs, led us to redesign the process flow specifically for this special population.

The process flow for adults with disabilities is an “inverted flow” where the services are “flowed” to them (Figure 13). The typical flow for services refers the customer to the various services needed using a warm-handoff to the next service. An inverted flow however, refers the service to the customer. Partners are brought in to meet with customers so that eligibility can be determined and service plans developed with a single visit. Rather than being referred to a program for services, the program is referred to the customer. This customer-centered design was developed based on input from customers as well as the need that staff identified for our IWD customers.

Our adult programs (AD and DW) are grouped into three clusters: Basic Career Services, Individualized Career Services and Training Services. While these clusters are based on WIOA definitions, the services may be provided by various VJC partners, funded by non-WIOA sources. Priority of service (Figure 14) is determined upfront using a triage process to ensure the our special populations are fast-tracked to the appropriate services.

The VJC is comprised of multiple partners funded by different funding sources. All services and access to services are included in Figure 15, regardless of the partner or funding source that provide them. For example, an enrolled customer in WIOA may receive assistance in establishing a services plan or Individual Employment Plan (IEP), while an IWD customer may receive a Work Incentives Plan (WIP), funded by our Work Incentives Planning and Assistance (WIPA) grant. Both are service plans and included in the service, “*service/career plan development*” under the Individualized Career Services.

Basic career services focus on providing customers with the information they need to make an informed choice about their careers. For example, “Information on program cost” allows customers to compare the cost of various training programs available on the Eligible Training Provider List (ETPL). A lower-cost training with an industry-valued credential and high employment rate may be a better investment than a high-cost training with low employment rate.

Figure 13: Customer Flow

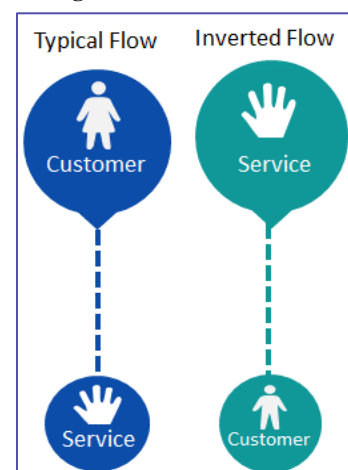


Figure 14: AD Priority of Service

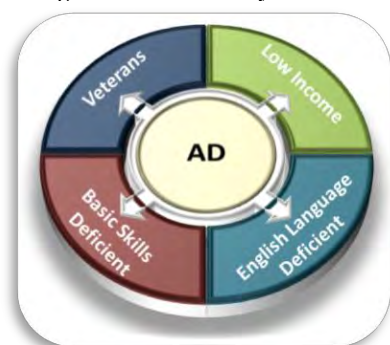


Figure 15: VJC Service Offerings: Adult and Dislocated Worker Customers

Basic Career Services	Individualized Career Services	Training Services
<ul style="list-style-type: none"> ▪ Outreach, intake, orientation ▪ Determination of eligibility for all AJCC programs ▪ Initial assessment of skills, aptitudes, abilities ▪ Labor Exchange Services ▪ Referrals to other programs & Services in the community ▪ Assistance in establishing eligibility for non-WIOA programs ▪ Labor Market Information ▪ Information on program cost ▪ Information on Supportive Services ▪ Unemployment insurance benefit information ▪ Virtual job seeker services: resume builder, interviewing, cover letter (CaJOBS) 	<ul style="list-style-type: none"> ▪ Comprehensive, specialized, diagnostic assessments & in-depth interviewing ▪ Service/career plan development ▪ Group counseling ▪ Individual counseling ▪ Career planning ▪ Career exploration ▪ Short-term prevocational services ▪ Internships ▪ Work experience (WEX) ▪ Financial literacy ▪ Out-of-area job search ▪ Contextualized English language acquisition ▪ Citizenship ▪ Immigration/cultural workshops ▪ Work readiness workshops ▪ Industry experts: employers 	<ul style="list-style-type: none"> ▪ Occupational skills training including non-traditional ▪ On-the-job training ▪ Combine workplace training with instruction (cooperative education) ▪ Training programs operated by private sector ▪ Skill upgrading and retraining ▪ Entrepreneurial training ▪ Transitional jobs ▪ Adult education, literacy ▪ ESL activities integrated into education and training programs ▪ Customized training ▪ Job skills training (adult ed) ▪ Incumbent worker training ▪ Paid WEX ▪ Career pathways ▪ Job Coaching ▪ Pre-Apprenticeships ▪ Apprenticeships

Youth service offerings (Figure 16) parallel those for adults in that they also focus on education and training to build a competitive workforce. The immediate goals for youth (ages 14 to 24) customers are to provide services that will assist them in completing their education and earn their diploma, whether it is remaining in school or returning to school. Services to transition youth to higher education is also a goal. For the older youth, the goal may be employment. Work experience is a primary service for our youth customers who have little to no work history. WEX provides 200 hours of paid work experience with a local employer to build a work history and introduce them to the world of work.

Figure 16: VJC Service Offerings: Youth Customers

Work Preparation	Training	Earn & Learn & Employment Assistance
<ul style="list-style-type: none"> ▪ Career Assessment ▪ Career Exploration ▪ Job Readiness Workshops ▪ Mentoring ▪ Counseling ▪ Supportive Services ▪ Life Skills ▪ Financial Literacy 	<ul style="list-style-type: none"> ▪ Customer Service Training ▪ Vocational Education ▪ WASC Accredited Degree ▪ Vocational Training ▪ Diploma and Equivalency preparation 	<ul style="list-style-type: none"> ▪ Paid Work Experience ▪ On-the-Job Training ▪ Job Placement Assistance

Based on our experience and business acumen, we offer a complete service package that delivers value and results for our business customers. Services have been strategically developed to support our business customers to compete in the global marketplace today and in the future (Figure 17). The success of our business services is in the longevity of our workforce and the customer relationships they have built over the years. Employers rely on the single point of contact approach that is the foundation of our customer relationship management (CRM). The VJC staff are familiar with the business, the positions that need to be filled, the employer requirements and their organizational culture. This allows staff to update job orders to ensure qualifications and descriptions are current and make successful job matches.

The VJC partners established the Business Services Team (BST) which continuously expands the services for business. To understand customer needs and develop services to meet those needs, we segment our business customers into four groups: Business, Employers, Layoff Aversion, and Rapid Response. Business

customers are those that may not be hiring today; however, may need other VJC services or link to resources in order to hire in the future. Employer customers are hiring today or in the near future and need assistance with talent acquisition. Our Layoff Aversion customers have been identified based on indicators of distress or plan to leave the area. The BST will provide intervention services to avert the layoff, retain the employer, and assist in sustaining the business for potential future growth and expansion. Rapid Response customers are those whose impending layoff is unavoidable, and VJC partners mobilize to assist in transitioning affected workers to new employment.

Figure 17: VJC Service Offerings: Business & Employer Customers

Business	Employers	Layoff Aversion	Rapid Response
<ul style="list-style-type: none"> ▪ Needs Assessment ▪ Link to Economic Development & Other Services ▪ Resource Development ▪ Industry Sector Strategies 	<ul style="list-style-type: none"> ▪ Needs Assessment ▪ Staffing Services ▪ Customized Recruitments ▪ Customized Training ▪ Salary Reimbursements ▪ Paid Salaries for Youth Interns ▪ Hiring Events ▪ Incumbent Worker Training 	<ul style="list-style-type: none"> ▪ Needs Assessment ▪ Staffing Services ▪ Customized Recruitments ▪ Customized Training ▪ Incumbent Worker Training ▪ Salary Reimbursements ▪ WEX ▪ Link to Economic Development & Other Services ▪ Resource Development 	<ul style="list-style-type: none"> ▪ Needs Assessment ▪ Link to Economic Development & Other Services ▪ Resource Development ▪ On-Site Orientations for VJC Services ▪ On-Site Transition Services for Employees ▪ Outplacement Services

ii. Supporting the Seven Policies

The VWDB is dedicated to supporting the seven policies as demonstrated with the development of their vision, mission, goals and objectives in alignment with those policies. In carrying out programs, the seven policies are supported as follows:

a. **Sector Strategies:** The focus of our sector strategies is on prioritization of investments where overall economic returns are likely to be highest, specifically in those sectors of the economy that will generate significant gains in jobs and income. Most importantly, sector strategies promote regional partnerships of employers, educators, workforce developers and other stakeholders that effectively address the skill needs of critical industries in the region. The following describes new, recent, and planned sector strategy work by the VWDB as a convener, leader, and collaborator:

1) Information and Communications Technology: Early work by VWDB in 2013 anticipated the passage of WIOA when we formed our Information and Communications Technology (ICT) Committee to develop an industry sector strategy that would lead to the development of career pathways. Members of the VWDB ICT Committee included representatives from: Glendale Community College (GCC), Carl Perkins Career and Technical Education (CTE) & Adult Education (Ed); EDD; Wagner-Peyser Act; The Animation Guild IATSE Local 839; California State University, Los Angeles (CSULA); Burbank Economic Development Department; Glen West Management; and TEEMWorks, an energy consulting firm.

Research into projected employment in the Los Angeles County Information sector revealed more than 100,000 annualized job openings according to Help Wanted Online data provided by the EDD Labor Market Information Division (LMID). At the time, the top three (3) demand occupations in Information included Web Developers, Network and Computer Systems Administrators, and Software Developers. These findings have informed subsequent projects and initiatives involving the Verdugo area business community, local economic development efforts, and postsecondary education programming. The knowledge gained from the experience of this sector strategy serves as a model for the projects that are currently being designed and implemented.

2) Information: Under the California Career Pathways Trust, the VWDB-organized the Verdugo Creative Technologies Consortium (VCTC) which focuses on career pathway development in Digital

Manufacturing and Digital Media for local high school and community college students. Several goals and objectives define the VCTC's efforts, including:

- Development of dual-enrollment plans between GCC, Glendale Unified School District (GUSD), and Burbank Unified School District (BUSD);
- Refinements to existing articulation agreements between GCC, GUSD, BUSD, and California State University, Northridge (CSUN);
- Professional development for educators at each institution;
- Skill competency mapping for target occupations; and
- Industry definition of high-growth career pathways in Digital Media and Digital Manufacturing.

In early 2017, VWDB will work with Core Program partners EDD, GCC, and DOR to expand an already notable list of VCTC Information sector partners, which includes: Warner Bros Entertainment, Inc., Nickelodeon, Cartoon Network Studios, Bento Box, Keycode Media, mOcean, The Motion Picture Editors Guild, The Art Director's Guild, and The Animation Guild, among others. In 2017, our work on Information-sector strategies will entail:

- A survey of talent recruiters and artist development professionals to identify skills, growth occupations, hard-to-fill positions, requirements for occupational tools and technology(ies), and future hiring needs;
- Development and implementation of production classes taught by industry professionals for educators, and secondary and post-secondary students as on-ramps to Digital Media;
- Identification, recruitment, and engagement of additional industry participants for inclusion on VWDB-facilitated skills panels to validate today's requirements for skills and competencies in high demand occupational fields; and
- Industry outreach to develop new opportunities for student and educator participation in professional events.

3) Manufacturing: Related sector work in Digital Manufacturing under the VCTC is also driving inquiry with area employers, economic developers, and higher education institutions regarding digital workforce needs and opportunities found at the intersection of Design and Manufacturing, described as follows:

- **Manufacturing and Design - Making in the 210 Design Corridor:** VWDB is currently assessing the local Manufacturing sector based in and around the VWDA. Entitled *Making in the 210 Design Corridor*, this study will focus on employment in the digital effects, animation and post production segments of the Information and Entertainment sectors, and potential cross-over effects with area Manufacturing. The purposes of the study are to: 1) quantify the general level of employment and training needs among local manufacturers near-term; 2) quantify employment and training needs among local manufacturers in the next three (3) years; and 3) help VWDB prioritize actions to improve delivery of key workforce development and business services to improve the employment environment, and identify potential opportunities for Verdugo workers, specifically those skilled in creative design.

This study will incorporate several key questions to quantify the current and future state of the Manufacturing employment base in our region, including workforce development needs identified by employers. Other information collected by the survey will direct us toward other actions and future studies. Such sector analyses are important and add to our understanding of the region's economic base, building on similar work now underway in the Los Angeles County Health Care and Social Assistance sector as part of the CWDB's statewide *Sling Shot Initiative – the Health Care Case Manager Career Pathway Project*.

b. Career Pathways: Of all the factors that motivate and grow industry clusters, none is more universally important than human resources. And for that reason, VWDB is meeting the demands of specific industries by building career pathway programs for entry-level, mid-level, or advanced skills. The VWDB is involved in several career pathways and is working with partners to create new ones. The

VWDB is currently working with GCC and its Strong Workforce Program (SWP) to develop CTE opportunities tied to career pathways. The partners are currently building pathways in information technology/cybersecurity, electronic technology technician, and logistics. These pathways will combine resources from SWP, AEBG, WIOA and Carl Perkins.

VWDB identified career pathways in high-wage, high-growth occupations, and other sector strategies in the Information and Health Care and Social Assistance sectors. For example, the VCTC was organized by VWDB in 2014 in cooperation with the GUSD and BUSD, CSUN, and GCC under the *California Career Pathways Trust Initiative*. The VCTC serves as the management body for the *Verdugo Creative Technologies Program (VCTP)* whose purpose is to provide career path opportunities for students in grades 10-14 in Digital Media and Digital Manufacturing. The *Verdugo School-to-Career Coalition* continues to serve as the policy and oversight body for the VCTC and its VCTP.

1) Health Care: The Health Care Case Manager Career Pathway Project: The emerging “Case Manager and Care Coordinator” occupation is experiencing significant growth in Los Angeles and Ventura Counties as more Californians gain access to health care coverage while the baby boomer population continues to age. A shortage of skilled workers currently exists for this occupation in Los Angeles and Ventura Counties. There is also a shortage of appropriate training for the occupation, which provides both the classroom and clinical education called for by employers.

In order to meet the demand for trained Case Managers and Care Coordinators, VWDB, five other WDBs in Los Angeles County, and the Ventura County WDB are coordinating regionally on a project entitled the *Health Care Case Manager Career Pathway Project (HCCPP)*. The purpose of the HCCPP is to develop a regional plan for the preparation of job-seekers and incumbent workers to meet the growing need for Case Managers/Care Coordinators in Los Angeles and Ventura Counties under *Slingshot* (Figure 18).

As a member of the HCCPP, VWDB will continue its regional work with participating local workforce development boards to: 1) Identify occupations affected by care coordination, not only in hospitals but across the continuum of health care; 2) Work with industry leaders in the Health Care and Social Assistance Sector and post-secondary educators to develop training solutions and certifications for new and current workers in need of skills to provide care coordination; and 3) Examine other ways to integrate and streamline systems to improve managed care services regionally.

Figure 18: LAHCCPP Representatives

Industry Representatives	Labor, Apprenticeship, Education Representatives
<ul style="list-style-type: none"> ▪ Centinela Hospital Medical Center ▪ Provident St. Joseph Medical Center ▪ Kaiser Permanente ▪ Community Clinic Association of Los Angeles County ▪ San Gabriel Valley Economic Partnership ▪ Beach Cities Health District ▪ Los Angeles Area Chamber of Commerce ▪ Hospital Association of Southern California 	<ul style="list-style-type: none"> ▪ SEIU Local 2015 ▪ State of California Division of Apprenticeship Standards ▪ Rio Hondo College ▪ Los Angeles Harbor College ▪ Mt. San Antonio College ▪ Glendale Community College

To determine whether the VWDB and its partners should invest in a career pathway, the partnership developed a set of criteria to consider when prioritizing pathways to implement that include the definition of “job quality”. Stakeholder discussions recognized job quality as a key factor in reaching middle-skills and mid-level wages that allow entry into the “middle-class.” Stakeholder equated “middle-class” with economic security as opposed to an income level. Stakeholders noted that economic security is identified with: being able to afford living expenses, college education, and homeownership. Based on this assessment, prioritization criteria were developed including:

- ***Self-Sustaining Wages and Benefits:*** Career pathways that assist in filling employment opportunities that offer self-sustaining wages and benefits package will be considered for prioritization.
- ***Opportunities for Advancement:*** Occupations that offer opportunities for advancement into middle-skilled and mid-level wages or higher will be prioritized. Considerations will also be given to employers who are committed to continuing education of their workforce through the VJC partnership or by offering flexible schedules to attend educational opportunities.
- ***Required Skills at Hire:*** Career pathways that offer short-term classroom training in order to gain the skills for entry or mid-level employment will be prioritized.
- ***Employer Engagement:*** Career pathways will also be prioritized if the employers are engaged throughout the process from designing the curriculum to providing oversight during implementation and hiring graduates.
- ***Employment Opportunities:*** Priority will also be given to those pathways where the employers have identified job openings available now or in the near future to ensure that graduates will have a job upon program completion.
- ***Continuing Education:*** Career pathways where employers are committed to continuing education and training to allow for stackable credentials to be attained, will be given priority.

The ideal career pathway that will be prioritized for investment of partner resources is the one that meets several or all of the criteria elements to ensure job quality. Meeting criteria elements increase the success rate of the pathway, including the number of graduates who are hired and retained.

- c. ***Organizing Regionally:*** The seven Local WDBs have a long-history of coming together to address job-seeker and industry needs. National grants have funded countywide services for dislocated workers for more than 20 years. Countywide Industry Sector Strategies have been occurring for the past five years and continue today. Examples of growing regional organization in the LABRPU include:
- Joint planning and implementation of regional and local plan forums across LABRPU boards between November 2016 and January 2017;
 - Collaborative planning among the region’s seven (7) local WDBs to develop a countywide professional development plan for Local Boards and AJCC staff;
 - Regular LABRPU representative meetings held on a rotating basis at different local board offices to discuss and arrive at consensus on issues of mutual regional interest;
 - New Biotech sector collaboration by the LABRPU’s participating boards.
- 1) ***Los Angeles County Slingshot Initiative:*** The *Los Angeles County Slingshot Initiative* to develop the career pathway for the Case Manager and Care Coordinator occupation. This regional strategy includes the City and County of Los Angeles WDBs, the South Bay and Foothill WDBs, and the SELACO WDB. As the oversight body, the *Los Angeles County Regional Sling Shot Coalition* is committed to accelerating income mobility and regional prosperity through coordinated development of a career pathway that will provide collaborative training efforts to meet the growing demand of regional employers for care coordination/managed care in the Los Angeles County Health Care industry.
- d. ***Earn and Learn:*** Many WIOA customers have barriers to employment and cannot afford to attend an education or training program full-time, not only because of costs associated with training and education fees and tuition, but also because time spent in the classroom reduces time that can be spent earning income. Instead, “earn and learn” opportunities are an important strategy for success. Earn-and-Learn programs typically bring together classroom instruction with on-the-job training to combine both formal instruction and actual paid work experience. These work-based learning programs include, but are not limited to: WEX, apprenticeships, transitional jobs, and OJT.

- 1) **WEX:** The VJC has been providing paid WEX for many years through our Title V partner or through our youth programs. WEX is integrated into the participant's career plan to ensure the experience is closely linked to their occupational goal. As a voting member for our local Adult Education Block Grant (AEBG) Consortium, the VWDB receives an appropriation to provide work preparation, job placement and retention services. The Glendale Community College District Regional Consortium, recently renamed GlendaleLEARNS, is the recipient of AEBG funds. AEBG funds can be used to provide WEX to participants with multiple barriers, allowing us to expand the services to create apprenticeship opportunities for participants such as IWD and ex-offenders. To this end, the VWDB, as a member of GlendaleLEARNS and in partnership with SWP, has adopted the Swiss Apprenticeship Model for vocational training.

The Swiss Apprenticeship Model matches the trainee with an employer at the beginning of the training. The trainee begins with four days of classroom training and the fifth day is spent with the employer in a paid WEX position to apply the skills learned. The VWDB can use its AEBG funds to provide the paid WEX. As the trainee progresses, the time spent in the classroom reduces while the time spent with the employer increases until the trainee is working full-time to reinforce skills attained. The goal is that the employers will hire the trainee upon graduation of the program because they have invested in their training throughout the program. Should additional training be needed, the trainee can be co-enrolled in OJT to encourage the full-time placement.

This model is currently being developed to create a Power Academy which includes training in Information Technology/Cybersecurity, Logistics, and Electronic Technology Technician, within the local and/or regional target industries. Employers have identified the need for employees with these skills and are assisting with the design of the program and curriculum.

- 2) **Apprenticeships:** The VWDB continues to develop and implement apprenticeships with the labor representatives who are also members of our Board. Together, we have developed successful apprenticeships in the past in the creative technologies sector. The VWDB worked closely with Operating Engineers Local 501 on its certified apprenticeship program, recruiting 40 apprentice positions as stationary operating engineers that maintain large structures in Los Angeles, such as high-rise office buildings, hospitals, and schools. At the conclusion of the apprenticeship, almost all of the apprentices obtained high-paying permanent positions. The VWDB will capitalize on this experience and connections to continue developing successful apprenticeship programs. In addition to traditional apprenticeships, the VWDB will also create similar programs using the Swiss Apprenticeship Model as described in Section (d)(1).
- 3) **Transitional Jobs:** Historically, transitional employment has been targeted for our CalWORKs recipients who have little to no work experience. We are now expanding this services for other target populations including our reentry participants who need to gain the work experience and work history to attain unsubsidized employment.
- 4) **OJT:** OJT continues to be a service that assists customers with multiple barriers and limited experience to enter gainful employment. The service can be combined with other services to provide a complete training program along a career pathway. The service also allows us to co-enroll participants with other programs that may fund the career training or work readiness workshops.

The VWDB works closely with its community college partner and the school districts to promote community college programs in demand occupations and industries, including opportunities for OJTs. The VWDB has been particularly active with the community college in promoting training opportunities through the college's nursing program, which recruits students from the local school districts. The VWDB, in turn, has matched graduates with four local hospitals, through OJT training to encourage hires with limited experience.

- e. **Supportive Services:** Many of our VJC customers face barriers to employment that also undermine their ability to complete a training or educational program which may help them upskill or reskill in a manner

that increases their labor market prospects. The VJC partners continuously seek opportunities to increase supportive services to meet the needs of customers and ensure their success (Figure 19).

Figure 19: Supportive Services Accessible through the VJC

<ul style="list-style-type: none"> ▪ Child and dependent care ▪ Educational testing fees ▪ Licensing fees ▪ Substance abuse treatment ▪ Books, fees, school supplies 	<ul style="list-style-type: none"> ▪ Emergency assistance ▪ Transportation ▪ Uniforms, interviewing clothes ▪ Work, training equipment 	<ul style="list-style-type: none"> ▪ Needs-Related Payments ▪ Referrals to health care ▪ Legal aid services ▪ Accommodations for IWD ▪ Housing assistance
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Needs-Related Payments are awarded to customers in financial need based on individual assessments and the availability of funds. WIOA Title I staff are required to document the need for supportive services in IEPs or ISS’ including the plan for how the services will be accessed or provided. The VJC maintains a shared “Supportive Services Policy” that ensures resource and service coordination among the VJC partners. The policy addresses procedures for referrals for Supportive Services, including how such services will be funded when they are not otherwise available from other sources.

f. Building Cross-System Data Capacity: Cross-system data capacity is an issue that has generated much discussion during the development of our MOU Phase I with AJCC partners. Sharing of customer information is essential in co-enrollment and co-case management; however, each partner is required to use their own system for tracking and reporting. Systems are also used for accessing LMI and labor exchange information. VJC partners are developing policies addressing customer confidentiality which will enable multiple partners to work with customers concurrently based on a single customer authorization. The AJCC partners will continue to develop collaborative policies, methods, and systems designed to facilitate data-sharing in the context of customer case management, ultimately leading to enhanced customer experiences and outcomes. While systems are used by different partners, customers benefit from information, including labor exchange, through co-enrollment. The following describes systems currently used by partners in the Local One-Stop Delivery System to obtain information on industries, occupations, customers, and outcomes:

- 1) **LMI Systems:** Two primary systems provide information on labor market dynamics related to implementation of regional and local WIOA programming. In addition to employment and unemployment data, LMID provides: economic development and planning information; industry and occupational characteristics, trends, and wage information, and social and demographic information.
- 2) **Centers of Excellence:** The California Community Colleges Centers of Excellence (COE) for labor market information provides direct in-house technical assistance and analytics to community colleges for the “*Doing What Matters*” program operated by the CCCCCO. COE provides labor market information to assist community college administrators with program decision-making, faculty with curriculum planning, and students with career choices to effectively link in-demand jobs to community college programming.
- 3) **Job Banks:** The primary labor exchange system in use in our state is CalJOBS. CalJOBS provides easy, 24-7 access to the largest number of unduplicated online job opportunities available in one location, aggregating millions of jobs posted daily. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates for employment, and gather information on education and training programs. Other services included: create and upload multiple resume versions tailored to specific jobs and career paths, customize and conduct job searches, set up alerts for job openings, apply for job openings, and research prospective employers, use the mobile application, which is available in the Apple iTunes or Google Play stores. All customers and partners have access to the job banks making it easy to use throughout the AJCC System.
- 4) **Talent Acquisition Portal:** The DOR uses the **Talent Acquisition Portal (TAP)**, a national online database connecting businesses seeking to hire qualified job candidates with disabilities. TAP is available for our co-enrolled customers who are also case managed by DOR. The TAP enables employers to post job openings, search candidate resumes according to skill sets and residence,

capture job metrics, generate compliance reports, interview candidates, hold online job fairs, and have their job openings seen by individuals with disabilities across the U.S. Concurrently, job candidates with disabilities may explore job opportunities at the local, state, or national levels using “TAP Matching” which matches skills to specific jobs and locations.

- 5) **Data Collection and Reporting Processes for All Programs:** CalJOBS enables customer case management and performance tracking under WIOA Titles I and III, including Wagner-Peyser programs, Trade Adjustment Act (TAA) programs, and the Jobs for Veterans State Grant program. The system is also used to enroll and track AEBG customers served by partners who receive workforce development services. Customers can be enrolled in AEBG and attend partner services with funding provided by AEBG. Customers can be co-enrolled with WIOA as appropriate, using the application entered into the CalJOBS system. Reports can also be generated from CalJOBS for these activities. The VWDB also has a contract with Los Angeles County to provide summer jobs for youth. The tracking system for this service is the County’s Web App system.
- 6) **Accessible Web-Based Activity Reporting Environment:** The California Department of Rehabilitation uses a case management system known as Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, AWARE has a financial component for federal reporting. The system also contains consumer data, case notes, and information regarding goods and services for consumers. Data are collected and entered into the system internally by DOR staff statewide in 13 geographic districts. DOR plans to train staff in new data entry and management processes, which will allow AWARE to capture data on WIOA customer activities.
- 7) **TOPSpro Enterprise:** The California Department of Education (CDE), Adult Education Office provides assessment and accountability services through TOPSpro Enterprise for Title II performance tracking. It is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports. For PY 2016-17, CDE intends to use the same data system to meet requirements for collecting and reporting data requirements for WIOA performance measurement, including student enrollments, hours of attendance, completions and advancements of one or more levels, attainment of a secondary school diploma or its recognized equivalent, job placement or retention, and transition into postsecondary education or training. As an AEBG member and grant manager, VWDB staff expect to also use TOPSpro for tracking and reporting.

g. Integrating Services and Braiding Resources: The VWDB uses several approaches for integrating services with partners and braiding resources: co-enrollment and contract services.

- 1) **Co-Enrollment:** Customers are welcomed and the initial appraisal begins to identify the needs of customers so they can be directed to the appropriate service(s). Any potential co-enrollments with partners may be noted at this time in the customer’s paperwork or referred to a case manager for immediate services. For example, IWDs receiving benefits from Social Security Administration, will be referred immediately to our WIPA case manager for assistance. VJC partners that are co-located meet often to exchange customer information and seek opportunities for co-enrolling customers. The partners also meet monthly and use this opportunity to discuss any customer issues as well as co-enrollments. The Uniquely Abled Program (UAP) created co-enrollments across partners to serve participants with Autism Spectrum Disorders (ASD). The participants were enrolled into Title IV with DOR for CNC Machinist Training, enrolled with AEBG for work readiness workshops and soft skills training, and then enrolled in Title I for job search assistance and OJT to create further hands-on training for the participants and ensure successful placement and retention. The participants also received support counseling from another partner, Exceptional Minds and career guidance by GCC Disabled Students Program and Services (DSPS). Support services were provided by multiple partners depending on the need. The partners understand that

multiple sources and services are needed when they work together to provide the wrap-around services, including support services, to create opportunities for people with disabilities who may have never worked.

- 2) **Contract Services:** The VJC staff currently receive CalWORKS referrals from Los Angeles County of Education (LACOE) to provide career assessments. The VJC staff provide the assessment on a fee-for-service basis and then, as appropriate, are enrolled into WIOA AD program for education, training, and job placement.

As experienced grant managers, administrators and facilitators, the VWDB provides these services to GlendaleLEARNS, the Glendale Community College District Consortium funded by AEBG. Staff coordinate services in the community including citizenship classes, and the students are enrolled into CalJOBS/AEBG by VWDB staff. VJC staff provides career counseling and guidance onsite at the GCC Garfield Campus and VWDB staff coordinates all meetings, assists with grant administration, and coordinates business summits. These services continue to be expanded to increase co-enrollments into adult education and WIOA Title I for career assessments, job placement, OJT supportive services and retention.

C. Services & Service Delivery



i. Expand Access to Services

The AJCC partnership continuously seeks opportunities to expand services to customers, in particular those with multiple barriers such as IWD, ELL and re-entry. For example, our partnership with Friends Outside, provides opportunities to further outreach and serve the re-entry customers. Co-location of partners allows participants to access services in one center and the BWC provides services to Burbank residents and surrounding Verdugo communities. VJC staff are out-stationed with partners and community organizations to expand access to services. For example, AD/DW case manager is out-stationed once per week at GCC Garfield campus to enroll adult education students in WIOA Title I services as well as provide AEBG funded career guidance and coaching. Our Youth case manager is also outstationed at GCC once per week to outreach Disconnected Youth referred for credit recovery or High School Equivalency Exam (HSEE) preparation.

Our AJCC and VWDB website provides 24/7 access to information about our services. Our website is being expanded to offer more services to customers in the convenience of their own homes. Through CalJOBS, customers can register for services, complete a career assessment, access job leads, and build their resume. All partners also have links to the other partner websites to further expand electronic access to services. Written materials are available in Spanish and Armenian as well as other languages as needed or by request. American Sign Language (ASL) services are also available upon request. All VWDB sites are compliant with Americans Disabilities Act (ADA) and equipped with assistive technology to ensure services are accessible by IWD.

Expanding access to education, training and employment is also a goal of GlendaleLEARNS as noted in the AEBG Implementation Plan. To achieve this goal, GCC Community and Continuing Education expanded its ESL class offerings to cover day and evening hours for residents. The demand for ESL has required GlendaleLEARNS to offer classes through our community partners. VWDB staff coordinate the community class offerings and enroll students in CalJOBS with an AEBG grant code facilitating the co-enrollment into WIOA as needed.

ii. Facilitate Development of Career Pathways & Co-Enrollment

Section B(ii), describes the current career pathways we are participating in and implementing. With our linkages to employers and a prime funding source, our staff often take the lead role in facilitating the partnerships formed to address employer needs with career pathway development. The UAP brought together partners from all areas including DOR, GCC, Exceptional Minds, and businesses who wanted to

hire graduates. The UAP partners continued to meet to outline the co-enrollment process and determine how these co-enrollments would be implemented. A total of 13 students were co-enrolled with more than two partners, providing maximum services, without duplication or supplanting of services. The first cohort recently graduated and the second cohort began on February 21, 2017. Using UAP as a model, partners work together to create career pathways and use the same process for co-enrollment. We also used this model to refine our process for facilitating career pathways. We begin with identification of business needs from our Business Services Team (BST). A needs assessment is conducted including a skills map which we then use to bring in the education provider(s) and other partners to develop the curriculum. The process is facilitated by VWDB staff who develop the overall pathway based on the business design to ensure their needs are met. The recruitment, referral and co-enrollment process is outlined by the partners to ensure a seamless process for customers.

Another example of pathway development is the C²PAD program under GlendaleLEARNS. The VWDB and VJC staff are currently working with GCC, DOR, GUSD and Foothill Special Education Local Planning Area (SELPA) to develop Career and College Pathway for Adults with Disabilities (C²PAD). This program is scheduled to be piloted in the summer, 2017 and offers a comprehensive course to introduce IWD to the college environment. The program provides tools and techniques for navigating the college system, career planning, and preparing students for career pathways. Students will be co-enrolled into GCC non-credit course, AEBG, DOR, and WIOA Title I for employment assistance.

iii. Improve Access to Post-Secondary and Industry-Recognized Credential

The VWDB has long-standing partnerships with its post-secondary education providers, including Burbank Adult School and GCC, spanning than 30 years. This partnership has brought us together on many occasions to develop projects, write and apply for grants jointly, and expand access to post-secondary education. CTE provides us with opportunities to further expand career pathways, and is an effective approach to improve access to post-secondary education. Career pathways are established based on business needs upon receiving input on their technical skills, soft skills, educational and other requirements. Curricula are developed based on employer input and commitment to hire.

The importance of secondary and post-secondary education is supported by the results shown in Figure 20. As shown, adults who are 25 years and over, earn significantly more with higher levels of education.²⁴ For example, Glendale residents who have not graduated from high school, earn on the average, almost \$3,000 less annually than those with a diploma or equivalent. They also earn almost \$47,000 less than those with a graduate or professional degree.²⁵ This data supports the premise that education levels are key to maintaining economic growth and regions are more equal and integrated across demographics are better able to sustain that growth.²⁶ These results are the impetus for the partnership to work closely to ensure that education is integrated with workforce development to meet the needs of industry.

Figure 20: Educational Attainment & Median Earnings

Educational Attainment	Median Earnings (Estimate)	
	Glendale	Burbank
Less than high school graduate	\$20,188	\$23,190
High school graduate (includes equivalency)	\$22,918	\$28,789
Some college or associate's degree	\$29,508	\$41,170
Bachelor's degree	\$50,784	\$52,194
Graduate or professional degree	\$66,991	\$70,218

Based on the link between educational attainment and median earnings (Figure 20), the VWDB recognizes that secondary and post-secondary education is key to upward mobility of our residents. The VWDB is proud of its GCC partner which was recently recognized as one of the top ten colleges in the country by its

²⁴ *Earnings in the Past 12 Months (in 2015 Inflation-Adjusted Dollars)*. American FactFinder, US Census.

²⁵ *Data for La Cañada Flintridge were not available*

²⁶ Pastor, Manuel and Benner, Chris. *Buddy, Can You Spare Some Time? Social Inclusion and Sustained Prosperity in America's Metropolitan Regions*. Building Resilient Regions, A Macarthur Foundation Research Network. May, 2013.

mobility rate.²⁷ The mobility rate is defined as the fraction of a college or university's students who come from a family in the bottom fifth of the income distribution and end up in the top fifth. The mobility rate is determined by the product of access, the fraction of its students who come from families in the bottom fifth, and its success rate, the fraction of these students who reach the top fifth. GCC recorded 21.9% of students from the bottom fifth that reach the top fifth. Because 34% of students are from the bottom fifth, GCC has a bottom-to-top-fifth mobility rate of 7.1%, substantially higher than the 2.2% rate on average at Ivy-Plus colleges. The strength of GCC and their ability to develop and customize curricula to meet the needs of industry, make them a critical partner in our goal to create career pathways that move students to the middle class towards economic security and shared prosperity. Developing curricula based on the design of business ensures the credential earned is valued by the employer who will be hiring the graduates. Actual hires and job retention confirm the value of the credential by employers.

The career pathway with an industry-valued credential and employment upon graduation is a motivator for job seekers, regardless of barriers to access post-secondary education. With the VJC as the on-ramp, it can be directed by the partners towards the education they need. Further, as a member of the GlendaleLEARNS consortium, the VWDB staff were involved in developing the AEBG Implementation Plan and facilitated the creation of the action plans which focused on multiple priorities including increasing access to ESL, literacy and numeracy, and preparation for earning a diploma or HSEE. Through these multiple approaches, we will continue to improve access to post-secondary education and increase co-enrollments.

iv. Facilitate Employer Engagement

Section B(ii) describes the pathways and the employers involved in creating those pathways. To engage employers, their needs and requirements are used to develop the curricula and training to ensure they value the skills and credentials earned by graduates. Meeting with employers, conducting needs assessments and skills mapping allows us to refine ideas to specific competencies required for graduates to perform on the job. Building relationships with business is key to effectively conduct assessments of their human capital needs and gain their commitments to hire.

Our VJC staff are long-term employees and some have developed and maintained long-standing relationships that span more than 10 years, providing job order fulfillment services, coordinating hiring events, conducting mass recruitments and screenings as well as other business services. These long-term relationships assist in keeping employers engaged, hiring our participants, participating in events that introduce other employers to our services and assist us in further expanding our business services.

v. Meeting the Needs of Business

Our VJC BST was developed with our partners including EDD to increase job opportunities for our participants as well as to serve the business community. The BST coordinates and implements more than 60 hiring events annually, participates or hosts job fairs on a quarterly basis, fills job order for employers, and provides labor market information as well as other business services. In 2016, the BST was recognized by the US Census for providing them with more qualified candidates than any other workforce development agency in California. Within the VWDA, business services (Figure 17) are designed and customized to meet the needs of businesses. This process begins with understanding our business customers and their specific needs. We segment our business customers in four segments: Businesses, Employers, Layoff Aversion and Rapid Response.

- a. Business:** Businesses may not be hiring currently, but all are considered to be potential employers in the future; however, they have specific needs even when they are not hiring. We provide services to business in conjunction with our economic development partners, CMTC and the local Chambers of Commerce. Businesses may need assistance with permitting or coding and need to be linked to City representatives. Others may need tax incentives information or LMI for salary comparisons. Workforce development needs may be incumbent worker training needed due to changing technology and creating

²⁷ Raj, Chetty. Mobility Report Cards: The Role of Colleges in Intergenerational Mobility. The Equality Opportunity Project. www.equality-of-opportunity.org

advancement opportunities to enhance employee engagement and retention. A comprehensive needs assessment is used to identify incumbent worker training needs and partners, including training providers, are convened to develop a service strategy. Addressing the needs of incumbent workers to advance within their organizations, can open entry- and mid-level positions for new employees. Tax incentives, LMI and incumbent worker training are all services that the VJC partners can provide.

- b. Employers:** Employers are business customers who are currently hiring whether they need to fill one or multiple positions. Business customers become employer customers once they open job positions to fill. Some of these employer customers may have recently located to the area or are contemplating moving to the area. Therefore, our employer services become a critical resource for economic development efforts towards business attraction. For employers that are hiring, our VJC staff mobilize immediately to ensure that job orders are filled. If employers are hiring for several positions, they may benefit from a VJC Hiring Event. VJC staff, which includes all partners, work with the employer to coordinate mass recruitment at the VJC inviting their own participants as well as outside partners. VJC specializes in mass recruitments, called upon by employers hiring large numbers, such as WalMart and Shake Shack in 2016, which comprised 450 new hires recruited by staff. VJC staff will pre-screen all candidates prior to being interviewed by the employer and will work to prepare them prior to the hiring event to gain the competitive advantage over other candidates.

Individual services are provided for those employers who need to hire one or a few employees. Often, these employers are small business with less than 200 employees. Our staff often assist these employers with developing job descriptions, providing wage and salary information for comparable jobs and other technical assistance that may be needed. Small employers may not have a human resource department and our staff may need to assist in filling that gap. Small Business Development Center (SBDC), may be called upon to assist with further needs assessment and other services and resources.

- c. Layoff Aversion:** Layoff Aversion services are provided to business customers who need assistance in preventing any reductions in their workforce. These are customers who may have identified a potential reduction in the near future or have identified a skills gap that, if not addressed, will lead to replacing those employees with skilled employees in order to ensure business sustainability. A needs assessment is conducted to determine available resources, design customized trainings to upgrade the skills of the current workforce, and connect the customer with other partner agencies that can assist in business retention. We partner with the California Manufacturing Technology Consultants (CMTC) to conduct assessments and provide business turnaround assistance to our manufacturing businesses. We also partner with our economic development partners to assist with providing resources such as tax incentives, access to capital assistance, permits, and any other service that may assist in retaining an employer and averting layoffs.
- d. Rapid Response:** Rapid Response customers are those who have identified that a reduction in force is inevitable. These customers may have already issued notices or made a public announcement. The first step in serving these customers is to determine if the layoff can be averted. If it is not possible, VJC partners mobilize to begin assisting the employer as well as the affected workers with comprehensive services to transition the workforce to other employment opportunities. On-site Rapid Response services may include: VJC orientations, hiring events, workplace readiness services including resume preparation, registration in CalJOBS, and providing information on unemployment insurance benefits (UI).

vi. Coordination of Workforce Development Programs and Economic Development:

The City of Glendale is the administrative entity for the VWDB and the WIOA Title I funds. The VJC and VWDB staff are City of Glendale employees housed out of the Community Services and Parks Department. The City's Economic Development Corporation are also employees of the City and although a separate department, they both report to the City Manager and City Council making it easier to coordinate and work together to serve business. The Joint Powers Agreement also connects us to the City of Burbank's Economic Development Department and we continue to expand our partnership to serve business. VJC services are

used as a “resource” by Economic Development to assist in retaining and attracting businesses as well as assisting those who are expanding. We also explore opportunities for grants and expanding our joint efforts in supporting the business community. The VJC partners and VWDB staff have participated in the City of Glendale’s TechWeek to support the high technology businesses. We coordinated and held a CareerTech Fair attracting more than 300 job seekers for our tech businesses. The feedback from our employers commended our pre-screening process which recruited job seekers with the skills they were looking for and needed

vii. Strengthen Linkage with Unemployment Insurance Programs

EDD has been a co-located partner for more than ten years and together have become the strength of VJC. The partnership with UI has existed for many years as we served our Rapid Response customers and introduced them to the benefits as part of our service package. Before customers could apply for UI by phone, UI staff would assist laid off workers in filing their claims before they were laid off. We continue to work together to ensure our customers are aware of the benefits, including UI extensions for those customers who enter training so they can continue receiving their benefits until they complete training. Staff has been cross-trained to understand the eligibility requirements including the job search requirements to continue being eligible for the benefits. Customers participating in VJC services meet the job search requirements for UI. VJC partners promote the VJC services in Personalized Job Search Assistance (PJSA) and Re-Employment Assistance Workshops (REA) for dislocated workers to access for job search and training opportunities. UI is promoted in VJC orientations as well as in individual career guidance and planning sessions. VJC partners continue to explore ideas on increasing linkages and integration of UI as part of the ISD strategy to ensure that all participants who are UI eligible are able to access the benefits.

D. America’s Job Centers of CaliforniaSM



i. Ensure Continuous Improvement

Historically, the VWDB has relied on tracking of performance measures to determine continuous improvement. In addition to state negotiated goals, the VWDB also used its strategic goals and objectives as well as Key Performance Indicators (KPI) to track organizational performance. KPIs exist for administration and financial systems and not just operational. Operational KPIs include customer satisfaction and not just the WIOA performance measures negotiated with the State EDD. Staff received training in Continuous Quality Improvement (CQI) and learned to apply the principles using the Department of Labor’s Guide for Workforce Board’s Criteria for CQI. These criteria were based on the Malcolm Baldrige National Quality Awards Criteria (Baldrige).

Moving forward, staff will explore performance excellence strategies available through the Baldrige Excellence Framework (BEF), administered by the National Institute of Standards and Technology (NIST) under the US Department of Commerce, and recognized as the international hallmark for performance excellence. Adopting the BEF system-wide may be an option to ensure continuous improvement and identification of best practices. The Malcolm Baldrige National Quality Award is the national award for excellence bestowed by the President of the United States (US). The BEF is a system that focuses on seven areas for an organization including: Leadership; Strategy; Customers; Measurement, Analysis, and Knowledge Management; Workforce; Operations; and Results. Therefore, this comprehensive assessment evaluates organizations in all key areas of performance that contribute to organizational sustainability and success. Using BEF or a similar robust performance excellence strategy will assist in addressing the VWDB’s strategic goal to maintain performance excellence.

Staff have several certifications to assist us in learning the criteria and principles of Baldrige. Staff have been certified as Examiners for the California Awards for Performance Excellence (CAPE), one staff member currently serves as a Senior Level member of the Board of Examiners for the national Baldrige Performance Excellence Program, and one staff member is certified in Six Sigma. These qualifications and experience will assist us in implementing the performance excellence strategies to ensure continuous improvement. In addition, one of our staff is trained in Design Thinking and will be assisting the ISD Teams

in applying the innovation strategy as they assess and redesign customer flow following the development of the MOU Phase II.

ii. Access to AJCC Delivery System

The VWDB as well as VJC partners continuously seek innovative methods to expand access to the AJCC delivery system. In addition to the VJC and the BWC, the VWDB also has its website which allows customers 24/7 access to information. Our website is currently being expanded to include additional services for business and job seeker customers. Job Seekers can also access CalJOBS for career assessment and exploration, job search, training research, and job search tools. Business customers can post a job and access resumes for potential candidates.

The VWDB also uses social media to communicate information including Twitter and Facebook. VJC staff also use email blasts to inform customers of “hot job” listings, hiring events, and customized recruitments taking place at the VJC. VJC and Youth staff have also expanded services by being out-stationed at partner sites including GCC Adult and Continuing Education Garfield Campus to provide career counseling and guidance to students who may also be eligible for WIOA AD/DW or youth services as well as all other services available at the VJC. VJC and Youth staff are each outstationed at GCC once per week. Students are enrolled in CalJOBS using the AEBG grant code, and introduced to adult education services available at the Garfield Campus as well as AJCC services. Students enrolled in CalJOBS can also be easily enrolled in WIOA services. As a member of GlendaleLEARNS, the AEBG Consortium, VWDB staff have coordinated expansion of ESL and Citizenship workshops in the community with Armenian Relief Society and International Rescue Committee. Both agencies provide the services to immigrants, refugees and asylees, many who have recently arrived in the country. Staff visit the classes during orientation or on the first day to enroll students in CalJOBS using laptops. This also allows staff to identify needs and co-enroll into WIOA or provide referrals as needed.

The strongest evidence of our success in creating access is our services to customers with disabilities. This has become a core competency for us and we continue to expand services to these customers. Our partnerships are essential in expanding our services. UAP was developed by the partners to provide a career pathway for adults with autism. The unemployment rate for IWD in Los Angeles County is almost 29%.²⁸ The unemployment rate for people with autism is twice as high at 58%, and only 13% of those employed are in production/manufacturing occupations,²⁹ making this customer segment one of the most in need of a career pathway.

iii. Compliance with ADA

A core competency for VJC is serving IWD, which requires that our facilities be in compliance with the ADA. Our internal monitor uses a state tool to assess the facility annually and ensure compliance. EDD monitors our facility every two years to ensure ADA compliance. EDD is co-located in the VJC and follows the stringent monitoring to ensure full compliance in order to continue the co-location. Assistive technology is also available including workstations with software to accommodate disabilities as well as our TTY/TDD. Further, the VJC staff includes employees with disabilities who assist us in ensuring that we not only meet compliance, but create an office space that is convenient and accommodating for all IWD who enter our doors.

iv. Roles and Resource Contributions of AJCC Partners

- a. Roles:** All WIOA-required partners in the Local One-Stop Delivery System serve on the VWDB or its standing committees, and are invited to participate in all strategic planning processes pertaining to

²⁸ *Los Angeles: People, Industry and Jobs, Data Supplement*. Institute for Applied Economics, Los Angeles Economic Development Corporation. December 2016.

²⁹ *National Autism Indicators Report: transition into Young Adulthood 2015*. Life Course Outcomes Research Program. AJ Drexel Autism Institute.

the local VJC operations. The AJCC MOU Phase 1 details the roles and responsibilities of the VJC partners including:

- 1) Provide customers physical and/or Web or mobile access to WIOA authorized programs;
- 2) Provide customers career path planning and development assistance (e.g., goal setting, assessment, job search assistance, access to training and education, supportive services, job placement, follow-up, etc.);
- 3) Co-manage, track, and report customer activities and program outcomes;
- 4) Participate in shared center management; and
- 5) Share costs of VJC center operation on a basis proportionate to their role, presence, and activities through contributions of cash, in-kind resources, or a combination thereof as agreed in the board-approved Phase II Memorandum of Understanding.

b. Resource Contributions: The roles and resource contributions of VJC off-site partners are as follows:

- 1) Provide off-site customers (served at the VJC or BWC) Web or mobile access to WIOA authorized programs;
- 2) Provide customers career planning and development assistance (e.g., goal setting, assessment, job search assistance, access to training and education, supportive services, etc.) via the Web, mobile Web access, and/or face-to face assistance;
- 3) Track, and where appropriate, co-track and report program activities and outcomes;
- 4) Share costs of VJC center operation on a basis proportionate to their role, presence, and activities through contributions of cash, in-kind resources, or a combination thereof as agreed in the board-approved Phase II MOU. Costs for common areas, utilities, rent, and other overhead are funded by each partner whose contributions are based on: program funding restrictions and allowances; the number of FTE staff working at the location, and/or the partners' space allocation(s).

The VJC partners provide customers electronic program access at the VJC and the BWC. On-site partners provide physical program access via in-person contact. Electronic program access is provided via a link to each partner's webpage on all VJC and BWC resource room computers. In alignment with the ISD approach, all partner staff are continuously cross-trained through monthly meetings to provide information to customers regarding partner services.

v. Executed MOUs: The VWDB Local MOU with AJCC partners is included under Attachment XIII.

vi. Indian and Native American Equal Access to Services

The VJC promotes its services to all residents and workers in the VWDA in order to ensure equal access to all people. The VJC partners with the Southern California Indian Center (SCIC) to ensure equal access to all Indian and Native American people. Because the SCIC provides services to customers throughout the LA County, we work with the Center to target VWDA residents for referrals as well as anyone who would be interested in our programs and career pathways. The referral process is delineated in our MOU which partners use to refer customers to our VJC; however, SCIC also have VJC staff contact information for direct referrals.

vii. Migrant Seasonal Farmworker Equal Access to Services

The VWDA is an urban community and surrounded by urban cities. While there are no farms or farmworkers who work in the area, there may be farmworkers who moves to the area. Our partnership with EDD allows the VJC to attract special populations because of their UI benefits. All special populations are referred to VJC partners for enrollment or co-enrollment, as appropriate. This process has existed for many years with customers who are veterans. Veterans are immediately flagged for fast-track co-enrollment into the multiple programs available, including WIOA.

viii. On-Ramp to Sector Pathways

The economic conditions of the 21st century require a more responsive approach to meeting the needs of business and industry; and the growing diversity of the workforce population. As economies become more global, competition will continue to increase and pressures on the inputs of production, specifically the timing, availability and skill base of the workforce. Rediscovering the value proposition of the Workforce Development System is critical to responding to the 21st century economy.

A primary focus of the local One-Stop Delivery System is the design and development of “regional sector strategies” to facilitate customer access and success along high-growth career pathways. The VJC will serve as an on-ramp to “regional sector pathways” by increasing development of “customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers” in cooperation with our VJC partners. Our focus, first and foremost, is to do this for the high-demand, high-wage industries that fuel our region’s economic vitality.

The VJC partners will engage in LABRPU sector pathways in order to further develop processes that can enhance and expand local sector pathways developed for the VWDBs target industry sectors. These steps will include engaging key employers in identified sectors, including:

- 1) Analyze labor market information related to health care and construction trades to identify occupations within key subsectors;
- 2) Identify key employers within these sectors;
- 3) Recruit key employers to engage in the process and commit to hire;
- 4) Clarify roles of key employers; and
- 5) Sustain and expand business partnerships (to target other industries).

Employer engagement and input gathered will be used to identify and develop sector pathways including:

- 1) Identify target populations and their “entry” points;
- 2) Review or develop competency models related to selected occupations;
- 3) Develop career ladders and lattices within subsectors;
- 4) Ensure employer validation of competencies and pathways;
- 5) Work with local training institutions to design educational options that are progressive, modularized, accelerated, contextualized, and provide flexible scheduling;
- 6) Ensure programs lead to industry recognized and/or post-secondary stackable credentials;
- 7) Provide comprehensive wrap-around support services using community networks of providers who offer resources to address transportation and childcare needs; and
- 8) Widely promote opportunities to obtain industry recognized credentials.

Once the pathway is designed, the VWDB confirms funding sources and other resources to support career pathways programming, including:

- 1) Identifying costs associated with system and program development and operations;
- 2) Determining the funds to be contributed by key partner agencies; and
- 3) Securing funding from public agencies and private foundations and organizations.

Workforce development organized around regional sector pathways will position the needs of the workforce at the center of the VJC, recognizing the important roles of our “dual customers”: businesses and workers. Businesses lead sector strategies that address the most critical growth needs in occupations that support family sustaining wages. The diverse needs of workers will impact the design and delivery of employment and training programs and services to fulfill these employment needs and their career goals.

With the co-location of EDD, WIOA Title I, DOR, AEBG as well as other programs including WIPA, the VJC has become the training hub for Verdugo communities. SWP and AEBG are also working with the VWDB and VJC to develop career pathways in the target industries. As the central hub, the VJC serves as the “on-ramp” for career pathways to both, local and regional sector pathways. Moreover, career pathways provide opportunities for customers who have multiple barriers to employment because of the design of the

programs. Career pathways in the VWDA include contextual curricula which make the training more relevant and relatable to participants, use cohort style to build peer support while also developing team building skills, and access multiple sources of funding for co-enrollments and ensure that all participants have the support services they need. Pathway partners who enroll or co-enroll customers, meet weekly to discuss issues including: participant progress, additional services needed and transition to employment for graduates. These strategies were used and key to success in our UAP for AWD/ASD where 50% of graduates have already been placed and others are awaiting job offers. The second cohort of UAP is scheduled to begin in February, 2017.

E. Programs, Populations and Partners

i. Regional Economic Development Coordination

The LABRPU partners are committed to regional approaches to respond to the needs of the business community as well as residents of LA County. The seven WDBs have enjoyed a history of partnering for regional approaches dating back to the early 1990's in response to the profound numbers of laid off workers from the aerospace and defense sector. These early learnings have assisted the Boards in joining forces to continue addressing business and DW needs using NEG grants at the regional level. LAEDC continues to provide the economic landscape data, with labor market intelligence provided by LMID. The Local Boards continue to partner with LAEDC, SBDC, local Chambers of Commerce, and the CMTC to respond to business needs.

Local efforts also include coordination with the same partners; however, they also include the economic development services available through the Cities of Burbank and Glendale. Efforts continue at the local level to expand services including business visitations, surveys, and other data collection methods to learn about business needs. Business visitations were conducted to develop the career pathway in health care as the industry transitioned to Electronic Medical Records (EMR). VJC staff visited businesses to determine transition efforts and need for training new and incumbent workers in EMR. The results were used to develop a customized career pathway program coordinated and implemented by VJC staff and included participation from other Local Boards.

ii. Entrepreneurial and MicroEnterprise Training

The VJC partners rely on the entrepreneurial and microenterprise training available through GCC. The skills developed through entrepreneurial training are becoming the essential skills that employers need. The employer designed curriculum for information technology (IT) training that is currently being developed with local employers, included training in "Business Acumen" or business mindset. Employers need their workforce to understand how business works in a competitive environment and not just how to do their jobs well. Employers need technical employees to understand all operations and not just the technical side of the business. Similarly, operations need to understand the technology they build and sell to customers and not just take orders from them. Understanding how businesses work are the skills that are developed in entrepreneurial training. As such, we are now exploring including entrepreneurial training in contextual curricula for pathway development.

The need for employees to understand the entrepreneurial mindset and business acumen, has been voiced by employers who need their workforce to understand why business decisions are made. While this course was included in the IT curriculum, it is now being incorporated into all career pathways developed by the VJC partners. While this training meets the needs of employers, it also prepares trainees for potential entrepreneurial opportunities in the future. With the rise in the gig economy and the contingent workforce, an increasing number of employees have the capability to work from home. Including entrepreneurial as a standard course in all career pathway curricula will assist in preparing the future contingent workforce.³⁰

³⁰ Torpey, Elka and Hogan, Andrew. *Working in a Gig Economy*. United States Department of Labor, Bureau of Labor Statistics.

iii. Local Workforce Development Activities

Workforce development activities are delineated in Figures 15 through 17, for AD, DW, Youth and Business services. Services are provided by VJC partners regardless if they are co-located. Our MOU Phase I (Attachment XIII) also delineates all VJC services as well as the partners that provide them. The VJC services are carried out as follows:

- a. **Basic Career Services:** All customers who enter the VJC are initially served by our Welcome Team who conduct an initial appraisal to determine the immediate needs of customers. This information is used to ensure customers are directed to the appropriate service including self-directed services. Orientations in a workshop style is available for customers who want to thoroughly explore services available. Other options include the information available on our website or an individual walk-through of services. Individual services are particularly helpful in serving our special populations. Once needs are determined, customers are referred to the program or service.
- b. **Individualized Career Services:** Customers who need staff assisted services are referred to Individualized Career Services (ICS) for enrollment. Eligibility is determined upfront for enrollment and then referred to the appropriate ICS service. The ISD Team will conduct a more thorough assessment, including a comprehensive assessment as needed to determine barriers to employment, skills, aptitudes, literacy and numeracy skill levels, work values, soft skills and career interests. Assessment tools include career exploration and assessments available through CalJOBS and O*Net as well as TABE for literacy/numeracy. Career goals are set and a service plan is developed. An IEP will be developed for participants entering WIOA Title I funded training or co-enrolled into training. Case management, workplace readiness and other workshops are available to assist participants in their job search. Participants who need upskilling or develop new skills will be enrolled in skills development activities.
- c. **Skills Development:** Skills development include career pathways that have been implemented for a specific employer or group of employers. Individual Training Accounts (ITA) are also available for participants who want to enter a training program that is on the ETPL. Training and provider are selected following career assessment and exploration to ensure informed customer choice. Skills development services also include OJT, WEX, customized and incumbent worker training for an employer.
- d. **Job Placement Assistance:** Individual job placement assistance is provided by the ISD Team for participants who are job ready whether they are enrolled in other Individualized or Training Services or not. For participants enrolled in preparation or training services, job placement assistance begins prior to customers completing those services and needs are discussed during staff meetings to identify employers or connect with employers who have committed to hiring graduates from a specific training or work readiness preparation. The overall goal that staff work tirelessly towards achieving is to ensure that all training graduates have a job offer before they graduate from their program.
- e. **Assessment of Local Workforce Development Activities:** The assessment of the local workforce development system and activities began during the strategic planning process which included partner participation. Partners assessed the system, identifying strengths as well as OFEs (Attachment IV). Based on the assessment, partners identified the following challenges:
 - 1) limitations to cross-sharing of information due to internal procedures and confidentiality protocols that each agency has;
 - 2) continuous cross-training to keep all partners informed of partner services;
 - 3) continue building partnerships to increase integration of services and braiding of resources;
 - 4) educate employers to overcome stereotypes when interviewing and hiring special populations; and
 - 5) increase career pathway opportunities to serve customers with multiple barriers to employment.

Similar challenges were also identified in the Stakeholder Forums (Attachment V) held for local and regional planning and added:

- 6) increase integration/co-enrollments with adult education including AEBG and Title II as well as SWP in developing and implementing career pathways;
- 7) increase employer engagement to design industry valued credentials in target industries;
- 8) develop a strategy for serving small business who do not necessarily benefit from OJT or other salary reimbursements because they need skilled workers who can work independently at the point of hire;
- 9) increase career pathways in occupations that ensure job quality (middle-skill and mid-level wages or higher); promote upskilling beyond hiring so that employees can continue to be eligible for promotions, create stackable credentials to assist in upskilling employees, ensure employers are engaged throughout the process not just in design of curriculum and program, and ensure commitments to hire are fulfilled.

An additional focus group with VJC staff was conducted using a SWOT analysis for workforce development activities (Attachment VI) and the same top challenges were again identified for continuous improvement as well as:

- 10) increase the number of hiring events and customized recruitments for employers;
- 11) continue to improve referral process across partner services and continue to increase co-enrollments
- 12) Increase tools, including assessment tools to address special needs; and
- 13) expand social media and other technological based services to reach more customers and reach them faster.

Figure 21: Local Planning Assessment Elements

1. Economic Development	7. Business Services & Job Quality	12. Supportive Services
2. Rapid Response	8. Continuous Improvement	13. Staff Professional Development
3. Education and Upskilling	9. Common Intake & Case Management	14. Industry Sector Strategies
4. Industry-Valued Credentials,	10. Co-Enrolling Special Populations	15. Access to Youth Services
5. Apprenticeships	11. Employment Assistance	16. Accessibility & Inclusion
6. Career Pathways		

In addition to the Stakeholder Forums, other partner meetings were used to gather input for the plan, including the monthly GlendaleLEARNs meetings. To conduct the assessments, in the Forums, meetings and the VWDB strategic planning, a set of 15 elements (Figure 21) were used based on WIOA requirements, the Regional and Local Planning Director (WSD 16-07), and the CWDB State Plan. Challenges identified in these multiple assessments are being addressed by actions identified in the planning activities including the VWDB and partner planning sessions, Stakeholder Forums, focus group results, VJC staff assessment and SWOT analysis. A summary of the actions is included in the Action Plan (Attachment II) which also shows the alignment to the VWDB strategic goals, the CWDB State Plan, the LABRPU Regional Plan, AEBG Implementation Plan and SWP Plan. Recognizing that all plans are part of an education and workforce system for our region, alignment ensures that our actions contribute to these key goals and plans.

iv. Rapid Response

The VWDB provides direct assistance to companies in need of Rapid Response services to address mass lay-off events due to closure, relocation, down-sizing, and related factors. Rapid Response services are provided for businesses that have submitted notification of a lay-off or closure. Services vary depending on the type of lay-off, the number of individuals affected, and the time made available to provide services. Pre-Layoff/Rapid Response activities include the following:

- a. **Initial Notification of Layoff or Closure:** The pre-layoff process begins when the EDD’s Rapid Response Manager or the VWDB Executive Director receives: 1) a formal Workforce Adjustment and Re-Employment Notice (WARN); 2) similar information through informal channels (e.g., a phone call or newspaper article), or 3) both forms of lay-off notification. State and local Rapid Response and

Dislocated Worker Program staff will then contact the company and share information regarding the mass layoff via phone or email with state and local partners.

- b. Initial On-Site Meeting with Company Representative(s) and Worker Representative:** The goal: When possible, complete fact-finding and be on site within 48 hours to meet with representatives.
- c. Transition Team:** If time allows and staff are notified prior to the lay-off or closure, a transition team is established to assist in the delivery of re-employment or transitional services. The Transition Team is comprised of: employer representative(s), employee representative(s), local and/or state liaison(s), Union representative and/or other Labor Liaison (if applicable).
- d. Employee Survey:** A survey of the workers is conducted to obtain their direct input concerning the types of services they would like to see made available.
- e. Employee Information Session:** VJC partners coordinate and provide information sessions at the worksite, introducing the workforce to VJC services including UI, education and training and job search assistance. The partners also provide information on Covered California and mortgage assistance from the Neighborhood Housing Services of Los Angeles County.
- f. Pre-Layoff Services Planning:** The transition team, which includes the employer, employee representative(s), labor (where applicable), as well as the VJC partners, will determine the plan for services to affected workers. Pre-layoff services may include hiring events to transition affected workers to new employment opportunities.

v. Youth Workforce Development Activities

The VWDB assumes the role of a catalyst to increase partnerships between our youth workforce development activities with the business community and ensure we create the competitive workforce of the future. The VWDB has maintained its youth council, VSTCC, to facilitate cooperation between youth-related partners in the community. The VSTCC meets on a quarterly basis and members including the local school districts, community colleges, youth disability program, elected officials, and VWDB members. Youth workforce development activities are listed in Figure 16 and continue to be expanded to bring innovative services to our young customers. Youth services are designed to meet the needs of our youth with multiple barriers including: foster, adjudicated, pregnant or parenting, homeless, disconnected, low-income and youth with disabilities. The youth unemployment rate³¹ is significantly higher (Figure 22) than the rate for adults which currently is less than 5% for the VWDA. This creates the urgency in serving Disconnected Youth and working with partners to decrease the number of youth who become disconnected.

Figure 22: Youth Unemployment Rate

Unemployment Rate	Unemployment Rate		
	Glendale	Burbank	La Canada Flintridge
16 to 19 years	29.2%	21.5%	21.0%
20 to 24 years	20.8%	18.4%	13.6%

Disconnected rates have dropped four points over the past 10 years from 20% to 16% in the LABRPU, which indicates that policies and strategies are working; however, 207,774 young adults remain disconnected.³² The VWDB and its youth service provider, Glendale Youth Alliance (GYA) have developed strong partnerships with local school districts to ensure at-risk youth are identified and services are provided before they become disconnected. For example, youth staff provide transition assistance for students referred to GCC for credit recovery to ensure they enroll. GUSD refers the students to GCC and GCC receives the referral information. Youth staff are outstationed at GCC once per week to introduce youth to WEX which is a motivator for completing their studies towards a diploma or equivalent. Key to reaching Disconnected Youth is our partnerships with GUSD; BUSD; GCC including the Community and Continuing Education at Garfield campus; Burbank Adult School; Los Angeles City

³¹ *Employment Status, 2011-2015 American Community Survey 5-Year Estimates*. American FactFinder, US Census.

³² Fogg, Neeta and Harrington, Paul. *Opportunity Rising: Los Angeles Disconnected Young Adults*.

Wiblacity.org/index.php/about-the-wdb/wdb-reports.

College; the Cities of Burbank, Glendale and La Cañada Flintridge, and local homeless & foster care agencies.

While assessments conducted of overall workforce development activities identified the needs for youth services during partner and Stakeholder Forums, including the need for additional career pathways, youth customers also provided input. Focus groups were held with more than 40 alternative education students facing multiple challenges in their young lives. They provided input in several key areas that we are using to guide the development of programs and services including career pathways.

Youth Input: Youth identified their ideal careers as well as the key factors that provide the best learning experience including: specific coursework with more interactive and hands-on experience, working in teams, education linked to careers, qualified mentors in the field guiding them through their career pathways and their dream job, basic life skills incorporated into coursework, apprenticeships or job shadowing opportunities, interest-based classes, elective type classes as options, opportunities to explore careers, and connection to employers. They also noted more time to complete assignments, smaller classroom sizes, more independence, field trips and variety to add to their learning experiences. Most importantly, they noted that removing labels was needed to allow them to achieve their full potential. Labels increase the bias that adults and instructors have about their capabilities which can impact their self-esteem and motivation to achieve their goals. The VWDB's Youth Program has been designed to meet these needs and expectations in addition to the services listed in Figure 16. Once participants are assessed and Individual Service Strategies (ISS) are developed, participants enter preparation which may include leadership, entrepreneurship, hospitality, and work readiness. Participants may enter career pathway, CTE, or diploma/HSEE preparation, as identified in their ISS. Young adults are co-enrolled into WIOA AD program as appropriate. WEX is provided either concurrently or following training. All youth receive intense case management and supportive services based on need. Specific initiatives have been designed that incorporate the youth services and add innovative strategies as follows:

- 1) **The Employment Incentive Program (EIP):** The EIP serves Disconnected Youth ages 18-24. Youth are placed primarily in private businesses to gain the skills and experience needed to climb the career ladder within a company. The program pays for the initial 200 hours of work as an incentive for the employer to hire the youth.
- 2) **Innovative WEX:** Two programs are offered that increase the number of youth we are able to service because the programs are self-sustaining. **Glendale Youth Employment Partnership (GYEP):** The GYEP consists of supervised teams of youth ages 14 to 24 that perform hillside brush clearance on private properties for a fee. Teams are comprised of both male and female youth, promoting non-traditional occupations. **Glendale's Resource for Employment and Training (GREAT):** Youth can also be placed in GREAT career exploration jobs where the wages are paid by the business that hires them. The goal of the program is to allow employers to invest in their future workforce while providing youth opportunities with work experience to obtain permanent employment.
- 3) **Dream Careers, Career Pathways Initiatives:** Focused on creating career pathways for youth, combining training with real-world experience, the VWDB recently submitted a proposal to provide a pilot program for 30 youth, ages 18-24, including IWD and other Disconnected Youth. Youth will receive 125 hours of paid work experience (WEX) in five, one-week, interactive career exploration **Boot Camps**. These cohort-style Camps will promote team-work and peer support and cover Work Readiness, Innovation, and Entrepreneurship. A "STREAM University" promoting non-traditional occupations for females, focusing on Science, Technology, Robotics, Arts, and Math, introduce participants to careers in Web Development, Game Design, Animation and 3-D Modeling, and Mechanical Engineering and Robotics. Students will also be introduced to careers in nursing and allied health, in addition to STREAM. Thematic lectures, labs, and project-based assignments will be employed. Field trips will provide industry exposure to increase awareness and understanding of related careers. Such contextual learning experiences will advise participant career choices and open possibilities to careers that they may have not otherwise "dreamed" possible.

After completion of training, staff will facilitate post-secondary enrollments for those with **DreamCareer Plans** that prescribe them. Additional paid WEX will facilitate extra entry-level work experiences for youth in their chosen fields. On-the-job training wage subsidies under the WIOA Adult Program for co-enrolled participants will support entry into unsubsidized employment. The overall goal of DreamCareers is to move youth towards entering employment and/or continuing with post-secondary education.

vi. Coordinate Secondary and Post-Secondary Activities with Education

The secondary and post-secondary education systems are both represented on the VWDB. Such board representation provides opportunities for policy input by local educational institutions on VWDB programs, initiatives, and activities. The VWDB's education representatives are also invited to business forums so they may hear directly from employers regarding workforce training needs and skills gaps. As a policy body, VWDB has assumed the role of catalyst to create better partnerships between the business community and education to ensure that businesses have the skilled, quality workforce they need to compete in a global economy. For the benefit of education, VWDB is building ties between the employer community and education (K-12) to help students understand how their school work relates to tasks that will directly impact their career futures.

Entitled the "Verdugo School-to-Career Coalition," the VWDB youth committee plays an active role in facilitating cooperation between youth-related partners in the VWDA. Although WIOA does not require the VWDB to appoint a youth committee, the Board understands the value of the committee in addressing key issues including career pathways that transition students from secondary to post-secondary education. The Verdugo School-to-Career Coalition meets quarterly and is attended regularly by representatives from the Burbank, Glendale and La Cañada Flintridge school districts, GCC, Foothill SELPA, elected officials, and VWDB members. Through representatives on the board, and through relationships built with local education over the years, VWDB is able to coordinate education and workforce in numerous and meaningful ways. As noted in C(i), VJC staff are the safety net to ensure students transfer from secondary to post-secondary ed or employment and avoid becoming a disconnected youth.

vii. Coordination of Supportive Services

VJC partners continuously seek supportive services that are available in the community and not just those available from VJC partners. VJC partners meet monthly to coordinate services; however, staff meet almost daily to discuss co-enrollments and supportive services needed for participants. Career pathway staff meet weekly to discuss co-enrolled participants to monitor progress. Weekly meetings are needed when serving special populations such as the participants with ASD that enroll in UAP. This allows the staff to address issues that may emerge during training and can be addressed immediately.

Weekly and monthly partner meetings allow staff to share information regarding supportive services available, exchange ideas for accessing new services or identify other community organizations that may be available to provide support. For example, our AEBG partner monthly meetings include presentations from partners as well as community services that are available for participants and students. Presentations have included Ascencia which provides services to individuals who are homeless and Glendale Communitas Initiative which assists individuals in breaking the cycles of poverty and provides services including financial literacy. Presentations not only provide information, but also increase partnership coordination to ensure accessibility of those services.

viii. Coordination with Wagner-Peyser

EDD is one of the original VJC partners and remains a strength in providing services to job seekers as well as in the daily operation of the VJC. Wagner-Peyser staff takes the lead role in providing job search workshops including resume writing and interviewing techniques, lending their expertise and opportunity to braid resources. Wagner-Peyser staff also work closely with other VJC partners in coordinating and co-hosting job fairs, career fairs, mass recruitments and other hiring events for employers. The ISD Teams have enjoyed many successful hiring events working together to create job matches for our job seeker and

employer customers. EDD management is highly experienced in ISD and will be working with VWDB management to introduce new partners to ISD to ensure its implementation. Key to ISD is cross-training of staff and the most recent VJC training took place in February, 2017 with EDD staff providing training on Work Opportunities Tax Credit (WOTC) and Bonding services. These services not only provide incentives to employers to hire our participants with multiple barriers, but also promotes the competitive advantage available through the California Business Incentives Gateway (CBIG). Continuous training provides the upskilling for any new staff and updates regulations for experienced staff. Each VJC staff meeting will continue to focus on in-service training.

VJC partners have joined to implement Customer-Centered (CCD) to improve the ISD model and customer access to services. The team will be trained on CCD and will apply the skills directly to VJC services. This will allow the partners to improve services to customers while improving the ISD. The team has been notified that they will be able to register their team in May, 2017; however, the team will begin preliminary training and planning in March, 2017.

ix. Coordination with Adult Education & Literacy

As members and staff for GlendaleLEARNS, which is funded by AEBG, the VWDB is proudly integrated with adult and continuing education including Title II. VWDB staff coordinate and facilitate monthly meetings, negotiate and coordinate ESL and literacy classes with community organizations using AEBG funds, and promote adult education including job skills to all students. Adult services and youth staff are each out-stationed at GCC once per week and Burbank Adult School once per month to increase the linkage between adult education, literacy and Title I services. All AEBG students are enrolled by VJC staff in CalJOBS using the AEBG grant code and can be co-enrolled in Title I as needed.

In accordance with EDD Workforce Services Information Notice (WSIN) WSIN16-26, the VWDB is required to review each eligible provider's Title II Adult Education and Family Literacy Act (AEFLA) entire application. Specifically, VWDB will review the following areas that are the *most relevant* to local plan alignment: Consideration 1: Needs Assessment; Consideration 4: Alignment with One-stop Partners; Consideration 8: Facilitate Learning in Context; Consideration 10: Partnerships and Support Services for Development of Career Pathways; and Consideration 14: Alignment with the Local Workforce Development Board Plan. The VWDB will use the following four-step process for the review of WIOA, Title II AEFLA applications as stipulated in the WSIN.

- 1) Eligible providers will submit their AEFLA applications to the CDE through an online system.
- 2) The CDE, in coordination with the EDD Regional Advisors, will provide Local Area Administrators (VWDB) with password access to the online AEFLA applications for review of their alignment with local plans.
- 3) VWDB will complete and submit recommendations for promoting alignment with the local plan through the online system. The review and recommendation process begins on May 17, 2017, and ends on May 31, 2017, as noted in the WSIN.
- 4) The CDE will consider the results of the review by Local Boards in making awards.

x. Services for English Language Learners

Services for ELL are provided through our adult education providers. VJC partners will refer participants to either Burbank Adult School, GlendaleLEARNS for ESL and Community Enhancement Services (CES). As noted in Section E(viii), VWDB staff coordinate off campus ESL courses with community organizations to expand the offerings in the community. This strategy is based on a goal delineated in the Annual AEBG Implementation Plan to expand access to ESL. ESL courses, including contextual ESL, were expanded at GCC Adult and Continuing Education Center (Garfield Campus) so that classes are available from early morning hours (7:30am) to the evening hours, making the services accessible for working individuals and parents with young children who attend school.

Expanding services provided by community organizations, increases access and provides the convenience of attending courses where other services are being provided. Linking with community organizations that

provide services to immigrants, provides direct access to ELL customers. Services will also be expanded to our local libraries to further increase access to ESL. Students are enrolled in CalJOBS for the AEBG service allowing the VJC to outreach to students who may be unemployed or underemployed. Once enrolled in CalJOBS for AEBG, VJC partners can easily co-enroll into other programs including Title I.

F. Grants and Grant Administration

i. Administrative Entity

The City of Glendale is the administrative entity as stipulated in the Joint Powers Agreement for the Verdugo Consortium and in alignment with WIOA Section 107(d)(12)(B)(i)(III). The VWDB staff and VJC WIOA Title I staff are City of Glendale employees who are housed under Community Services and Parks Department. As such, WIOA Title I funds and staff are audited by the City of Glendale and are also governed by the City Council. The City of Glendale is responsible for the dispersal funds as described in WIOA Section 107(d)(12)(B)(i).

ii. Competitive Process for Awarding Sub-Grants and Contracts:

The VWDB and all staff follow the *Purchasing Policy 3-11: Procedures, PCards, Contracts and PSAs* set forth by the City of Glendale, as the administrative entity. The Purchasing Policy and its procedures follow all Office of Management and Budget (OMB) regulations as well as Uniform Guidance and Code of Federal Regulations related to micro-purchases, small purchases, and competitive procurement requirements. While OMB allows for small purchases, the City requires that all contracts over the \$50,000 threshold have City Council approval. A stringent Request for Proposal (RFP) process is delineated to ensure open and competitive bids. To ensure objectivity, a panel of reviewers is used when selecting our youth vendor that includes VWDB members and may include external reviewers as well.

G. Local Performance Goals

i. Performance Goals:

Performance goals negotiated with the Chief Local Elected Official (CLEO) and the Governor, consistent with WIOA Section 116(c), to be used to measure the performance of our local area and to be used by the VWDB to measure performance, are detailed in Figure 23.

Figure 23: VWDB Performance Goals

Verdugo Performance Goals: Program Year 2016-17			
Adult			
Employment Rate 2nd Qtr After Exit	Employment Rate 4th Qtr After Exit	Median Earnings 2nd Quarter After Exit	Credential Attainment within 4 Quarters After Exit
65.0%	62.5%	\$4,657	52.9%
Dislocated Worker			
68.0%	66.5%	\$7,308	60.0%
Youth			
62.4%	64.2%	Baseline	54.7%
Verdugo Performance Goals: Program Year 2017-18			
Adult			
Employment Rate 2nd Qtr After Exit	Employment Rate 4th Qtr After Exit	Median Earnings 2nd Quarter After Exit	Credential Attainment within 4 Quarters After Exit
68.0%	65.5%	\$5,157	55.9%
Dislocated Worker			
71.0%	69.5%	\$7,523	63.0%
Youth			
65.4%	67.2%	Baseline	57.7%

H. High Performance Board

i. Compliance with State Issued AJCC Policies:

The VWDB closely adheres to all policy and regulatory directives issued by the CWDB and EDD to assure local compliance with state and federal rule and regulations governing WIOA-authorized programs, including High Performance Boards (HPB) criteria. To ensure HPB eligibility the VWDB included all education partners in Stakeholder Forums and planning activities. Participants including representatives from K-12; our local community college, GCC; and CSULA. Industry sector representatives including health care, professional and business services, retail trade, and information. The VWDB is also fully compliant with all state issued AJCC policies as follows:

- a. **WSDD 15-14: WIOA Adult Program Priority of Service:** VWDB issued a Priority of Service Policy recognizing the following priority of service groups: 1) Receiving public assistance or low income; 2) Basic Skills Deficient, including ELL; and 3) Veterans and their spouses (spouses must meet low income requirement). In alignment with CWDB's State Plan, we also target, reentry, IWD, OSY, foster youth and dislocated workers.
- b. **WSD 15-12: WIOA Memorandums of Understanding Phase I:** VWDB is fully compliant with WSD 15-12. MOU Phase I has been signed and executed by partners. The MOU is included in this plan (Attachment XIII). DPSS has requested minor revisions based on the recommendation of their legal counsel. At this time, the MOU Phase I will be revised based on recommended changes from the DPSS legal counsel and should be signed and resubmitted along with Phase II MOU in September, 2017.
- c. **WSD 16-09: WIOA Phase II Memorandum of Understanding:** Several VWDB staff member participated in a state-organized technical training session on WIOA Phase II MOUs in October 2016. Development of the MOU Phase II Document has been complete and meetings with partners have already begun including negotiations for cost sharing agreements. MOU Phase II is due June 30, 2017 and VWDB is on target to meet this deadline as required.

I. Training Activities

Individual Training Accounts

Funding for some WIOA training under Title I is provided through ITAs. Using their ITAs, WIOA Title I participants in the Adult, Dislocated Worker, and Youth Programs may select training services from the ETPL. Our VJC customers are expected to use information from their required training voucher application (e.g. skill assessments, labor market information, and training provider performance) to ensure their selection is based on an informed choice. ITAs are usually short-term in nature and focus on skills for jobs in pathways to the middle class and ensure economic security for themselves and their families. Qualifying activities include classroom occupational training and registered apprenticeship instruction. Preference for ITAs is given to customers pursuing career options that fall within the VWDB and LABRPU's articulated sector strategies. At a minimum, the criteria for award of an ITA will consider:

- a. The connection between the employment goal(s) of the applicant and regionally targeted sectors; or
- b. The connection between the employment goal of the customer and a defined career pathway that lead to self-sufficiency; and
- c. Whether the customer has sufficient resources to successfully complete the training program, including Pell Grants and other sources of financial aid or resources; and
- d. The availability of resources to fund the ITA; and
- e. The customer demonstrates the need for the training in order to attain employment.

As stated under CFR Section 663.420, local areas WDBs may impose limits on ITAs, such limitations on the dollar amount and/or duration. Training tuition limitation under \$7,000 can be approved by the VJC Manager. More than \$7,000 must be approved by the Workforce Administration Office. Ten Thousand (\$10,000) or more must obtain approval from the VWDB. All entities receiving WIOA-funded ITAs must be on the ETPL, except when otherwise noted in local board policy(ies).

J. Public Transparency, Accessibility and Inclusivity Information

The VWDB conducts its meetings in a public setting with public announcements of the meeting posted 72 hours in advance as required by the Brown Act. The draft plan was posted on the VWDB Web site for review on February 1, 2017 through March 1, 2017 in alignment with the Regional Plan posting and most other WDBs in the LABRPU. The plan was available in English with notification that it would be made available in other languages and other formats upon request to meet language needs as well as ADA accommodations. Hard copies were provided at our AJCC and satellite, partner sites, schools and libraries for easy access by residents including special populations. All partners were asked to post the plan on their own websites, including partners such as EDD, DOR, and community organizations such as Armenian Relief Society and International Rescue Committee which provide services to ELL, immigrants, refugees and asylees.

The Stakeholder Forums were held as public meetings in accordance with the Brown Act and provided opportunities for community input to the development of the plan, thus ensuring the entire process was transparent. The Local Plan was presented to the public in several venues and timeframes to gather community input including: VWDB meetings, GlendaleLEARNS which consists of community partners representing special populations, and a presentation to the GCC Board of Trustees in an evening public meeting. Public comments received are included in Attachment XV with specifics on how the comments were addressed in the Local Plan.

K. Common Intake and Case Management Efforts

Common Intake and Case Management:

The ISD Model joins partners from different VJC partners to provide services in an integrated seamless service delivery method. Staff are cross-trained, and are assigned to ISD Teams based on the service each provides or expertise as opposed to the partner they represent. This allows us to provide a customer-centered approach to services for those customers who need services from multiple partners but prefer one primary case manager and streamlining of forms to complete prior to receiving services. The Welcome Team screens all walk-ins with an initial appraisal to assist customers in identifying the services they need and want. Results from this initial intake are used to refer the customer to the right service, including self-service in the resource lab. Referrals to services begin with eligibility verification and collection of documents. VJC partners share as much information as allowable and authorized by the customer to avoid duplication in collection of documents. Each agency is required to complete specific forms; however, the partners continue to work on the development of a universal application that all partners agree upon. Currently, WIOA Title I, Wagner-Peyser and AEBG use the same intake application in CalJOBS for registration and enrollment into programs.

Career pathways require staff to meet monthly, at a minimum to coordinate co-enrollments. The team will meet weekly during the recruitment, assessment and initial enrollment to ensure co-enrollments are coordinated. Meetings can reduce to monthly once all participants are enrolled and training begins. Team members represent partners with different funding sources allowing enrollments to occur based on participant needs and eligibility. If one is not eligible for WIOA, another source is used.

Co-enrollment and co-case management has occurred for many years and continues as customers access multiple services from the VJC and other community partners. Partner staff maintain close communication to ensure services are provided that are needed without duplication or supplanting services. Access to

CalJOBS by partners other than the current three, is being explored to allow partners to review the profile of a participant as well as the array of services being provided. This promote closer integration of services and increase exceptional services to customers.

Our most successful and role-model program that exemplifies best practices in co-enrollment is our UAP program for participants with autism. Participants were assessed and enrolled by DOR in WIOA Title IV to cover the training as CNC Machinists and provided support services during training. They were also concurrently enrolled in the credit course by GCC. Participants were then co-enrolled into AEBG by VJC staff to provide non-credit work readiness and job search assistance. VJC staff also co-enrolled into WIOA AD (Title I) program to provide OJT services that successfully transitioned the participants to the work environment. Retention services are also being provided under Title I. This example demonstrates how four different partners, representing four funding sources, worked together to co-enroll in order to ensure that participants received the services they needed to be successful. Key to success in co-enrollment is that coordination and seamless service begins at recruitment; uses common intake process that all partners follow; and weekly meetings to facilitate co-enrollment, case management and job placement. Weekly meetings also assist staff in addressing issues that may emerge. This model is used to co-enroll into other career pathways and will be use with C²PAD which is scheduled to begin in the summer, 2017.

L. Other Requirements

i. Title II Access to Plan

Title II partners will be notified of availability of the plan on the VWDB website and provided a copy to display in their facility to encourage participants to provide comments. Partners participate in GlendaleLEARNS that meets on a monthly basis and availability of the plan will be announced in the meeting as well as emailed to the group.

ii. Priority of Service Requirements

The VWDB implemented its Priority of Service policy in order to meet priority of service requirements as described in Section H(i), and relies on its triage screening as customers enter any service point: VJC, BWC, or partner site. Priority of service customers are flagged and fast-tracked to the appropriate staff and service for immediate service. Targeted recruitments occur, often through partnerships such as LACOE which refers CalWORKS participants for assessments by VJC. VJC staff then introduce participants to other VJC services available. Our extensive partnerships, including AEBG and Title II, for ESL/Literacy also assist us in recruiting and co-enrolling these customers, as described in Section E(x).

iii. Portions Handled in the Regional Plan

Further details on the economic environment, demographics and labor intelligence, including industry and occupational growth, for the LABRPU *region* are available in the Regional Plan. Labor intelligence information includes an analysis of the knowledge and skills needed for top 25 occupations are also included in the Regional Plan. ***All elements, as required at the local level and for development of the Local Plan, are addressed in this VWDB Local Plan*** (Figure 23).

Figure 23: Summary of Other Requirements with Attachments

Requirement	Description	Attachment
M	Local Board Assurances	Attachment VII
N	List of Comprehensive One-Stops List of AJCC Partners in the Local Area	Attachment IX Attachment X
O	Attach AJCC Memorandum of Understanding (MOU)	Attachment XIII
P	Local Area Grant Recipient Listing	Attachment XI
Q	Local Board Bylaws	Attachment XIV
R	Program Administration Designee and Plan Signatures	Attachment XII
S	Summary of Public Comments	Attachment XV



Attachment I: VWDB Goals, Objectives & Measures



Strategy	Objectives	Measure
<i>To be recognized by the Verdugo community for our integrity and ability to create value for businesses and job-seeking customers.</i>	<ul style="list-style-type: none"> a) Develop Marketing Plan to establish the VWDB as the source for workforce development and coordinate plan with State's AJCC marketing efforts b) Develop organized networking to establish strategic alliances to increase integrated services & braid resources c) Assume greater role as convener to increase business engagement to create industry valued-credentials 	<ul style="list-style-type: none"> a) Increase VJC users & business users b) Increase leverage resources each year c) Convene annual business summit to increase career pathway linkages
<i>Lead industry innovation and performance excellence as a high-performing workforce development board</i>	<ul style="list-style-type: none"> a) Maintain highly qualified WDB and AJCC staff b) Establish proactive approach for identifying potential trends in workforce development system c) Set clear benchmarks and expectations for the WFD system d) Achieve high performance WDB certification e) Complete procurement process for Operator f) AJCC achieves Board certification 	<ul style="list-style-type: none"> a) Staff will participate in professional development courses b) Conduct an annual LMI forecast c) Increase co-enrollments each year; Exceed grant performance matrix including credential attainments d) Meet passing score for certification e) Completion of procurement process f) AJCC meets passing certification score
<i>Maximize economic vitality and opportunity in the Verdugo region by leveraging our competitive advantages</i>	<ul style="list-style-type: none"> a) Define competitive advantages and value proposition towards increasing business and customer engagement b) Complete Local and Regional Plan in alignment with CWDB, AEBG and Strong Workforce Plans c) Complete industry sector strategies for creative technology, IT d) Develop Career Pathways in partnership with Strong Workforce and AEBG to address industry sector strategies e) Increase stackable credential opportunities for clients through increased linkages to the Community College system 	<ul style="list-style-type: none"> a) Develop brand identity b) Demonstrate progress towards Local and Regional Plan through measurable outcomes c) Develop business-designed curricula; implement career pathways d) Increase enrollments and training related placements in career pathways e) Increase number of credentials earned
<i>Effectively address the workforce and business development needs of the Verdugo community through diversified resources and funding</i>	<ul style="list-style-type: none"> a) Develop strategy for Foundation to increase support for serving special populations b) Increase co-enrollment in ESL, Basic Skills, diploma/HSEE, other adult ed funded by AEBG and Title II 	<ul style="list-style-type: none"> a) Apply for and generate non-WIOA funds annually b) Increase enrollments and skills attainment

Attachment II: Action Plan 2017-2020



#	Action Plan 2017 -2020	Alignment				
		VWDB	LABRPU	CWDB	AEBG	SWP
1.	Expand Earn & Learn a. Work with Labor representatives on VWDB to establish new apprenticeships b. Implement Power Academy using Swiss Apprenticeship Model c. Implement Transitional Jobs	X	X	X	X	
2.	Implement Strategies: Cross-System Data Capacity a. Expand co-enrollment of students to CTE, SWP to track employment and retention	X	X	X	X	X
3.	Expand Access a. Continue implementing VESL/Literacy courses throughout community b. Continue co-enrollment in AEBG grant code to provide services and track employment and retention c. Implement VESL in Career Pathways (with GlendaleLEARNS) d. Expand assessment tools customized for special populations	X	X	X	X	X
4.	Implement Career Pathways a. Implement C ² PAD (with GlendaleLEARNS) b. Implement DreamCareers: STREAM the Dream c. Implement Power Academy d. Incorporate Entrepreneurial Mindset/Business Acumen in all pathways	X	X	X	X	X
5.	Complete MOU a. Complete Phase II MOU	X		X		
6.	Capitalize on Integrated Service Delivery a. Add new members based on Phase II MOU b. Assess and improve customer flow c. Implement Customer-Centered Design: Access to Services d. Implement Baldrige-based continuous improvement strategies	X		X		
7.	Continue Regional Initiatives a. Continue active participation in Slingshot b. Continue active participation in BioScience Industry Sector Strategy	X	X	X	X	X
8.	Continue Verdugo Sector Strategies a. Continue working with partners to complete Information & Communication Technology Industry Sector Strategy i. Complete research ii. Develop strategy iii. Develop career pathway b. VCTC i. Complete research on sector ii. Identify and complete pathway design iii. Implement career pathway c. Manufacturing i. Complete research on sector ii. Complete sector strategy	X		X	X	X

#	Action Plan 2017 -2020	Alignment				
		VWDB	LABRPU	CWDB	AEBG	SWP
	iii. Identify career pathway d. Ensure employer engagement and business led strategies in all sector strategies					
9.	Continue Regional Plan Implementation a. Participate in regional implementation meetings b. Participate in professional development trainings and activities c. Continue participating to implement Slingshot and BioScience pathways	X	X	X	X	X
10.	Professional Development with GlendaleLEARNS a. Complete Survey and aggregate results b. Schedule Trainings through the year c. Implement Professional Development Plan	X	X	X	X	X
11.	Continue Expanding Economic Development Partnership a. Expand business services marketing b. Expand social media presence	X	X	X	X	X
12.	Continue Expanding Business Services Continue Business workshops to overcome stereotypes when interviewing/hiring special populations Expand strategies for serving small business	X	X	X	X	X

Attachment III: Stakeholder Forum Participants



Tuesday, November 15, 2016			General Topic: Pathways to Middle Class
9:00 – 11:00 am, Verdugo Jobs Center			
Category	Last Name	First Name	Organization
Education	Chavez	Yanira	Burbank Unified School District (BUSD)
	James	Maurice	Glendale Unified School District (GUSD)
	Ramirez	Alfred	Glendale Community College (GCC)
	Rinder	Deb	GUSD
	Ritterbrown	Michael	GUSD/Verdugo Workforce Development Board (VWDB)
	Sanchez	Emma	GCC
	Swinton	Jan	GCC
	Urioste	Emilio	BUSD
Government	Cornejo	Dahlia	LA County - Department of Public & Social Services (DPSS)
	Hamzoian	Mary	City of Burbank, Econ. Dev/VWDB
	Oyewo	Olabisi	Employment Development Department (EDD)
	Ruiz	Manuel	LA County - CSS
	Solis-Bowman	America	EDD
	Valladares	Cesar	EDD
	Hinton-Jordan	Sory	EDD
	Hoff	Cherylynn	LA County
	Torrico	Sergio	LA County - DPSS
Community Organization	Bond	Maureen	Community Center of La Canada
	Federick	Kim	Jewish Vocational Services (JVS)
	Isaacs	Laura	Glendale Youth Alliance (GYA)
	Schlatter	Jason	Communitas
Business	Darcey	James	Copy Central/VWDB
	Tanakaya	Russell	Embassy Suites Glendale/VWDB
Labor	Koon	Gavin	Local 501/VWDB
VWDB One-Stop Center Staff	Mejia	Robert	VWDB
	Pranke	MaryAnn	VWDB
	Taimoorian	Sosseh	VWDB
	Velasco	Judith	VWDB
	Wagner	Joylene	VWDB
	Younesian	Melissa	Verdugo Jobs Center (VJC)

Monday, December 05, 2016 9:00 – 11:00 am, Verdugo Jobs Center			General Topic: Career Pathways
Category	Last Name	First Name	Organization
Education	Aghakhanian	Armond	Burbank Unified School District (BUSD)
	Chavez	Yanira	BUSD
	Dysthe	Diana	Verdugo Creative Technologies Consortium (VCTC)/BUSD
	James	Maurice	VCTC
	Moon	Dave	California State University, Northridge (CSUN)
	Ramirez	Alfred	Glendale Community College (GCC)
	Sato	Naomi	GCC - VESL Program
	Saunders	Rick	GUSD
	Shamieh	Rose Marie	GCC - Non Credit Division
	Swinton	Jan	GCC
	Verstraete	Andra	GCC Career Center
	Young	Jan	GCC- Continuing Education
Government	Becker	Marcel	Department of Rehabilitation (DOR)
	Carillo	Moises	City of Glendale
	Cornejo	Dahlia	LA County Department of Public & Social Services (DPSS)
	Gamboa	Maritza	EDD and LMID
	Isaacs	Laura	Glendale Youth Alliance (GYA)
	Martinolich	Lora	City of Glendale, Library
	Osipo-Peera	Nancy	DOR
	Oyewo	Olabisi	EDD
	Sanchez	Darlene	City of Glendale, Econ Dev./ Verdugo Workforce Development Board (VWDB)
	Plank	Donna	EDD
	Community Organization	Gallard	Francesca
Schlatter		Jason	Communitas
Terantonians		Adrineh	So Cal Goodwill
Cabezas		Livier	LA Care Health Plan
Business	Darcey	James	Copy Central/VWDB
	Hacopian	Nick	Glen West Management/VWDB
	Hogarth	Pam	Eido
Labor	Ford	William	IATSE Local 33/VWDB
VWDB One-Stop Center Staff	Mejia	Robert	VWDB
	Taimoorian	Sosseh	VWDB
	Velasco	Judith	VWDB
	Wagner	Joylene	VWDB
	Younesian	Melissa	Verdugo Jobs Center (VJC)

Thursday, December 08, 2016 9:00 – 11:00 am, Verdugo Jobs Center			General Topic: Industry-Valued Credentials
Category	Last Name	First Name	Organization
Education	Chavez	Yanira	Burbank Unified School District (BUSD)
	Cuseo	Sharon	BUSD
	Hengeh	Elizabeth	Glendale Community College (GCC)
	Makijan	Narineh	Verdugo Creative Technologies Consortium (VCTC)/ Glendale Unified School District (GUSD)
	Ramirez	Alfred	GCC
	Rubke	Scott	GCC
	Russell	Sandy	GUSD Parent Teacher Student Association (PTSA)/ Verdugo Workforce Development Board (VWDB)
	Saucedo	Freddy	LA County Office of Education (LACOE)
	Sato	Naomi	GCC - VESL Program
	Shamieh	Rose Marie	GCC - Non Credit Division
	Swinton	Jan	GCC
Government	Becker	Marcel	Department of Rehabilitation (DOR)
	Castillo	Lauren	DOR
	Critchley	Jeff	Employment Development Department (EDD)
	Hinton-Jordan	Sory	EDD
	Oyewo	Olabisi	EDD
	Plank	Donna	EDD
	Torrico	Sergio	Department of Public & Social Services (DPSS)
Community Organization	Gebretatios	Yordanos	LA Care Health Plan
	Isaacs	Laura	Glendale Youth Alliance (GYA)
	Palencia	Roland	LA Care Health Plan
	Segura	Leticia	LA Care
	Schlatter	Jason	Communitas
	Turner	Sheryl	Pasadena Youth Build
Business	Burghdorf	Lucy	Hollywood Burbank Airport/VWDB
	Darcey	James	Copy Central/VWDB
	Hogarth	Pam	Eido
	Leon	Rocio	CMTC
	Palazzo	George	Motion Picture Industry Pension & Health/VWDB
	Romero	Veronica	PacFed Benefits Administrators/VWDB
VWDB One-Stop Center Staff	Mejia	Robert	VWDB
	Pranke	MaryAnn	VWDB
	Taimoorian	Sosseh	VWDB
	Wagner	Joylene	VWDB

Attachment IV: VWDB Assessment of Workforce System



The assessment of the local workforce development system and activities began during the strategic planning process which included partner participation. A SWOT Analysis was used and led by the VWDB. Results of the SWOT analysis are listed in the table, and were used to identify strategic challenges and develop the VWDB Strategic Goals and Objectives (Attachment I).

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Long standing relationships <ol style="list-style-type: none"> a. Relationships with school districts b. History of established relationships with partners c. Good relationships and innovative with non-required and some required partners d. Multiple services from diverse partners e. Strong community partners f. Strength, reputation of major partners 2. Reputation of WDB (2) <ol style="list-style-type: none"> a. WDB and VJC known by our stakeholders and good reputation 3. Staff who are knowledgeable and experienced <ol style="list-style-type: none"> a. Experience of staff (2) b. Trained staff c. Committed, dedicated staff who care a lot about customers and business d. Forward thinking and staff direction e. Veteran staff 4. Track record and experience <ol style="list-style-type: none"> a. Long history in workforce development by VWDB/VJC b. Focus on overachievement of metrics 5. Glendale and Burbank city support <ol style="list-style-type: none"> a. Strong support by city councils 6. Flexibility to adapt 7. Successful disability programs <ol style="list-style-type: none"> a. High competency in provision of employment and training services to people with disabilities b. Skilled with service to people with disabilities 8. Cross-sector collaboration 9. VSTCC 10. Board make up 11. Recording and tracking performance accurately 12. Knowledge of how to seek grants 13. Committed board members from diverse industries <ol style="list-style-type: none"> a. Broad based BOD and one that is very engaged b. Board and staff leadership support each other c. Committed and innovative board d. Excellent engaged board e. Dedicated and involved board f. Commitment and investment of board g. Strong engaged board 14. Quality ways the job center operates 15. Established 501c3 for potentially accessing non-government funds 	<ol style="list-style-type: none"> 1. Staff departures <ol style="list-style-type: none"> a. Staff transition and loss of key staff b. Insufficient job development staff c. Staff need more training due to changing legislation d. All staff need training in current technology and media 2. Not enough funding <ol style="list-style-type: none"> a. Not enough resources b. Insufficient discretionary funding coming in c. Funding limitations 3. Website public presence lacking <ol style="list-style-type: none"> a. Visibility b. Social media marketing services c. Marketing social media d. VWDB and VJC don't have social media/digital marketing presence 4. Duplicate initiatives: continue to build partnerships to streamline 5. WIOA requirement to procure one-stop 6. Sharing of client information among partners 7. Case workers need more variety in approved tech trainers for job seekers <ol style="list-style-type: none"> a. Required partners' collaboration challenges 8. Competitive environment <ol style="list-style-type: none"> a. Competition for grants is high b. Private staffing companies 9. Resistance to change 10. Continuously need to improve role as conveners 11. 501c3 is not fully functioning and being utilized 12. Finding a niche as opposed to trying to be all things to all people 13. Working effectively with regions 14. Identifying what information is needed by the Board to effectively govern and ensure accountability and transparency

Opportunities	Threats
<ol style="list-style-type: none"> 1. Size of region (knowledgeable, authentic, partnerships) 2. Good business sector to draw from 3. Vibrant regional government and business community <ol style="list-style-type: none"> a. Increasing economic development in region resulting in increased opportunities b. Major industries in region 4. Networking and greater social interactions <ol style="list-style-type: none"> a. Connecting with related organizations b. Community NPO's with linked goals (library foundation, Ed foundation) c. Strengthen partnerships d. More regional partners e. Partner with FBO's f. Required partnerships under WIOA; more comprehensive services g. Partner with chambers for business outreach around subjects like new technology, cyber security, smart cities, and to encourage business development and marketing ourselves. 5. School dropouts that are accessible 6. Capitalize on WDB history reputation to pursue additional grants 7. More of a convener role 8. Closer/more systematic collaboration with E.D. Department <ol style="list-style-type: none"> a. Active city economic development department b. Partner with economic development groups to build business opportunities and to market ourselves 9. Foundation grants <ol style="list-style-type: none"> a. Grant opportunities through foundations 10. Entertainment hub; partnership opportunity 11. Health Care hub; partnership opportunity 12. Reestablish advisory council 13. Population growth in region due to new housing 	<ol style="list-style-type: none"> 1. No enforcement of labor laws like anti-competitive that cause more job outsourcing 2. Decreasing grant opportunities 3. WDB consolidation possibility 4. Possibility of one-stop going to another provider 5. Social media 6. Destructive competition 7. WIOA procurement requirement 8. Staff resource capacity to be able to comply with new requirements 9. Competition for limited grants 10. Transitional legal period 11. Incrementalism in government = inefficiencies 12. Continuing interpretation of new law 13. No enforcement provisions of disability in employment laws 14. Bureaucratic hurdles to innovation (regulations, legislation) 15. Bureaucratic arbitraries from outside 16. Entrepreneurs with no academic backgrounds creating online tech schools; competing for grants and with our public ed partners

Attachment V: Stakeholder Forum Assessment Results



Community Stakeholder Forum

Pathways to Middle Class

Tuesday, November 15, 2016, 9AM-11AM

Purpose: Regional Sector Program

The purpose of regional planning and the regional workforce plan is to develop regional sector pathway programs. Regional sector pathways ensure the needs of demand industries are met. They also ensure that everyone, including those with barriers to employment have the opportunity to develop skills required for demand jobs.

Background

The key objective of the state workforce plan is to enable upward mobility for all Californians, including populations with barriers to employment (CUIC Section 121013).

Regional Plan Must Address How the Region Will:

- Prioritize working with employers offering jobs with good wages and benefits.
- Implement incumbent worker training strategies to ensure progression along career pathways.

Questions & Feedback

1. What is a “middle class” or “quality” job in our community?

In the forums held at the Verdugo Jobs Center (VJC), stakeholders are analyzing the LA Region within the context of the Verdugo Region. Stakeholders at the Verdugo Forum defined middle class/quality job in various ways:

- Ability to buy a home, pay mortgage on sustainable wages
- Having access to a pension and health care, as well as a strong retirement plan
- One which enables the individual to take care of their family
- A job that leads to a career path
- There is language within the State Workforce Plan about upward mobility and employment/economic security:
 - Family sustaining wage/benefits
 - Savings to weather storms
- A quality job is not defined as the status of one’s credential, but by the level of enjoyment one has in doing their job.
- The City of Burbank conducted an annual report in which they identified that they have a total of 150,000 workers; 33,000 are in entertainment; 20,000 in admin support services. The City of Burbank is looking at both individuals and families in the middle class (Reference: City of Burbank, Economic Development 2015-16 Annual Report).
- It was noted that 60% of business and jobs in the Verdugo region that are in leading middle-class sectors include entertainment and health care.
- Ultimately, a quality job is very subjective to each individual’s experience. For example an entry-level job may be defined as “quality” to some people, and not to others.

It was additionally discussed how the region can move low-wage earners to the quality jobs mentioned above. Ideas and challenges stakeholders presented included:

- Clients who access the VJC's services are wide ranging in their backgrounds – some have no High School Diploma, while others have double Masters Degrees. Therefore it may be a “quality” job at time of employment for a client who has multiple barriers (i.e. moving a client from unemployed to a minimum wage job).

Discussions were also held about how one defines the middle class. Some defining features included:

- Wages earned
- Educational opportunities
- Having job security
- Having the ability to afford to live where you work

2. Which “mid-level” jobs are hard to fill due to local skills shortages?

Stakeholders called out various mid-level jobs they have experienced to be challenging to fill due to local skills shortages. Some examples included:

- Registered Nurses
- Information Technology professionals
- There is a challenge in issuing teaching credentials, as the State imposes barriers on those who wish to earn their teaching credential.

Challenges were also identified in the process of filling mid-level jobs. They included:

- An individual's ability to find the time to move up the career ladder.
- The City of Los Angeles will see an estimated 20% retirement rate in the aging workforce.
- There are not enough individuals with tech skills.
- The challenge was also presented in the reverse situation; where highly-skilled individuals such as those with PhD's are either unemployed or making lower wages such as \$15/hour.
- Certain jobs were previously branded as undesirable, therefore the common ideology was for individuals to go to college to be successful. However, it is now apparent that this may not be the only solution or route to go, as there are graduates who are now out of school but still do not have jobs and are instead accumulating student loans.
- There is a growing gap between the needs of business and the needs of the labor force living below the middle class.
- There is an issue in the visibility of stakeholder programs offered. There is also a gap between the wants and needs of business and the skills that individuals currently possess.
- Securing grants and funding to serve the needs of populations with major/multiple barriers also proves to be challenging.

Solutions to decreasing local skills shortages were discussed amongst stakeholders. Examples included:

- Apprenticeship programs which are 4-5 year programs. These apprenticeships can lead to great careers. The region needs to encourage individuals to go through these apprenticeships as there is much value in them.
- The importance of pre-apprenticeship programs was also emphasized. Examples included on-the-job paid learning and earn-and-learn.
- The region must rebrand nontraditional jobs in a positive light. This would include retraining individuals in these areas.
- Reemphasize the importance of didactic and experiential learning which is key to career exploration.

- Bring back the practice of technical schools, ROP (i.e. woodshop, mechanics, etc.) which were removed from schools:
 - Start the exposure of these technical schools and learning a trade and the concept of learning a trade as early as elementary school.
 - Engage the educational sector to expose students to these trades.
 - Additionally, it was noted that community colleges should offer training in various trades/jobs which address the needs of business.
- A stakeholder stated the Verdugo region may not have the same ability to compete with some other larger regions with more resources etc., therefore it was suggested that the region should identify and capitalize on its strengths given the Verdugo Workforce Development Board's business outreach efforts, the Verdugo region's educational partners, etc.
 - It was additionally stated that there is a notion that the region is under-resourced – this is a challenge that must be addressed under the regional plan.
 - The final document presented to the community and the State should be a regional workforce plan that is informed by multiple, diverse partners and stakeholders. The regional plan aspires to take to the public a bigger message about what the region's capacity is as an outcome of the regional plan.
 - The ultimate goal of these efforts is for the region to be able to work together effectively.

3. What skills and prior experience do these jobs require?

Stakeholders stated the regional plan must be customized to address the various needs of diverse groups of people given our region's population, as their skills and prior experience varies.

4. What is the career pathway to land and succeed in these jobs?

Stakeholders stated there is a notion that there are stepping stones and that career building is a lifelong process. The region can use career pathways as a means of moving people through a credential system, an apprenticeship, etc. Stepping stones such as meeting language barrier needs are being emphasized in the Verdugo region; educational partners are expanding English as a Second Language (ESL) programs for English language learners. These programs need to be accelerated to enable individuals to succeed in entering pathways, especially for those people in urgent need of it.

Additionally, stakeholders mentioned businesses should be an integral part of these efforts and conversation, for example a curriculum could be written which is based on an employer's needs. Also, the skills needed for jobs now are changing and will be different from what jobs require five years from now; therefore, it is essential to track these skills as they change in order to ensure career pathways the region develops lead to landing and succeeding in these jobs.

5. What can we do as community to see what that local people who have major barriers to employment can get on and succeed in these career pathways?

Stakeholders mentioned as a community we can engage deeply with education partners to see how we can incorporate career planning. Additionally, as a region we must be mindful of all individuals with any sort of barriers to employment, be it immigrants, individuals with disabilities, previously incarcerated individuals, etc.). The Verdugo region can also prepare individuals regardless of the level they are at,

whether that is basic needs or employment preparation, soft skills, etc. It was also mentioned that training incumbent workers is a great way to support the local economy.

6. What are we doing well as a region (or can do better)?

Stakeholders highlighted some ways we have been making successful strides in creating pathways to the middle class, these included:

- The Verdugo Workforce Development Board has been good in their efforts to increase soft skills trainings.
- Labor exchange information as well as technology are being utilized well amongst partners.
- The Employment Development Department has started a career day in elementary schools to increase career pathway exposure to younger students.
- The VJC does a great job in rapid response activities.
 - Additionally, the VWDB is strong in being cognoscente of what grants are scheduled for release, and in turn planning and projecting how best to approach the grants. The VWDB applies to all grants which apply to what the center does.
- It was mentioned that the Verdugo region should focus more on incumbent worker training to prevent loss of employment by upskilling individuals.
- The VWDB has made great strides towards connecting workforce with education for example in its strong partnership with GCC's Adult Education Block Grant Consortium. The VWDB has also a strong partnership with Glendale Community College when applying to grants, etc.
 - It is also important to discuss how to integrate across the entire region.
- The Verdugo region does well with their college efforts, however a stakeholder mentioned it is important to invest in high schools and younger students by doing the following:
 - Start career exploration early in the K-12 process
 - Have certification in elementary education
 - Armed forces come in to recruit youth
 - Strengthen CTEs (career technical education) for example what Burbank Unified School District is doing with their 3D printing program.
 - Find the relevance, vocational context, in all classes.

**Community Stakeholder Forum
Career Pathways**

Monday, December 5, 2016, 9AM-11AM

Purpose: Regional Workforce Planning

The purpose of regional planning and the regional workforce plan is to development of “regional sector pathway” programs. Regional sector pathways ensure the needs of demand industries are met. They also ensure that everyone, including those with barriers to employment, have the opportunity to develop skills required for jobs in demand sectors such as advanced manufacturing, information, construction, health care, hospitality, transportation etc.

Background

A “career pathway” includes education, training, and other services that:

- Align with the skill needs of regional industries
- Prepare workers for an occupation or group of occupations
- Result in attainment of industry-recognized post-secondary credentials.

Questions & Feedback

1. What are the “hard-to-fill” jobs and occupations in demand sectors? (Why?) Where are the skill gaps?

The facilitator, David Schinder, stated hard-to-fill jobs are dependent on skill gaps. It has been the habit of the system in preparing people for jobs to put them on a path for a degree, which is more than the individual needs to get into the relevant career path. Therefore, various stakeholders identified “hard-to-fill” jobs and occupations in demand sectors such as:

- In the area of technology, specifically gaming, graphics, and applications, employers are looking for students with skills in statistics, mathematics, and logistics. Due to local skills gaps, these companies are importing workers from Korea with a starting average of 120-150K.
 - One example company is Snapchat, which is having a challenging time hiring students due to a lack of math skills, communication skills, networking etc.
 - Another stakeholder noted graphic design is more fundamental now for various things (color, fonts, composition). Within entertainment, the movie industry is made of designers and consists of animation, posters etc.
- The entertainment industries are coming together and converging. Our nation is leading the world in virtual reality, augmented reality (two of the fastest growing industries now).
 - There are utilities skills gap to make this a reality (i.e. smart grid with fast internet).
- Additionally, warehousing (3PL) – Amazon.com is very successful due to online shopping. Chinese investors are interested in skills in logistics and robotics, where there is a local skills gap.
- User Interface (UI) and User Experience (UX) are also in high demand – these combine visual components and data together. For example, in the health care industry, the human experience is important etc. Companies that embrace design as part of the necessary aspect of the company add a lot of value to customer experience. The economy is moving from the information to visualization age. There is a notion that UI/UX is only relevant to working in high-end computer graphics and entertainment, however stakeholders stated all industries need to embrace this skill. The skill gaps in this new visualization age include traditional art skills.

- It was noted that the STEM (science, technology, engineering, mathematics) track is now STEAM, as “art” has been added.
- A stakeholder stated the field of technology is not just about the data, but also about the graphic depiction of this data; i.e. videos that tell the story of what the data means.
- The apparel industry has an aging workforce.
- Health Care lacks registered nurses (RN).
 - This is a challenging sector to navigate as the “on-ramp” to this career pathway is unclear. H1B Visas are being used to bring in RNs, while students in local community colleges are being placed on waiting lists to enter course which will certify them for this field.
 - The skills gap here is due to a resource gap.
 - Additionally, these nursing programs are very expensive; there is a lottery system for students to get into the program. More funding is needed for nursing programs.
 - Also, students might not have working documents – this is also a challenge education faces.
- There is a need for more high-tech.
- Under the government sector, specifically in education, 30% of teachers in the Los Angeles Unified School District (LAUSD) leave their job in the first few years.
 - Another stakeholder stated the challenge may not lie in a lack of teachers, but in a lack of soft skills.
- There is an issue in the structure of the system; we are currently not able to create certificates that can quickly deliver to employers the workforce they need.
 - For example, it is necessary to develop an action plan after certificates are earned, to expedite the process of becoming an engineer. This can be designed in a similar way as an apprenticeship. An idea is to create stackable credentials to enable individuals to “get on the on-ramp” into a career, and then to add credentials to that initial step, afterwards.
- A stakeholder representing labor market information (LMI) stated there is a 5.2% unemployment rate in Los Angeles County. There are 269,000 unemployed individuals in the area.
 - The stakeholder additionally stated LMI publishes data on a monthly basis. Some of the fasts growing occupations currently in the County are registered nurses, software developers, construction, statisticians, etc.
- Stakeholders also expressed some examples of challenges:
 - The Los Angeles Department of Water and Power hired fellows within Business & Education to figure out how to hire for 40% of their workforce. Some of these jobs are union jobs and most pay relatively well. There is a critical mass of needs that has both manual labor components as well as required technical skills to perform the job well.
 - A stakeholder questioned why there was a disconnect with hiring individuals for this job if it is seemingly so desirable?
 - Another stakeholder stated millennials applying for jobs are in a different mindset, as manual labor is not the way they tend to go. For a certain segment of the unemployed labor force, these types of jobs are not as desired.

- To solve some of these challenges, applying these concepts in combination with critical thinking on a deeper level is key.
- Stakeholders also want to hold employers responsible in their efforts to create a pipeline.
 - Facilitator David Schinder suggested petitioning legislators as a region to have a stronger understanding of our education system and where support is needed in creating pipelines between business and the workforce (for example needing private funding support from hospitals to fund nursing programs in schools).

2. What career pathways exist to help workers enter and succeed in these jobs and occupations?

- In the realm of individuals on the autism spectrum, it is essential to focus on the unique skills of these individuals in order to have them be successful in the jobs and occupations they enter. This is a collaborative effort.
- Another stakeholder stated with the various new WIOA requirements in place, one (1) year is not enough time to create a career pathway. Strategies must be developed to transcend areas and any limitations that may arise.
 - For example, Southern California Goodwill worked with Northrop Drummond and Antelope Valley College to place individuals; though this connection was a good one, there were limitations in the school year system not linking up with the one-stop centers 1-year timeline.

3. What can we do as a community to improve career pathway opportunities?

Stakeholders had many ideas on how the community can work together to improve career pathway opportunities:

- A stakeholder from Glendale Youth Alliance who works with youth stated these individuals do not know how to get onto these pathways, or what experience they need. There is also a disconnect between education and work experience.
- Another stakeholder suggested the application process hinders a lot of opportunities for individuals to get into this process; She believes the process is the issue and that a netter roadmap must be created and shared with these individuals.
 - Setting up a system that helps youth, etc. navigate the process.
 - A stakeholder stated Long Beach Promise is a great model for the Verdugo region to follow.
- It was also stated that the education system itself needs to be adjusted:
 - It is important for education to understand that different industries have different hiring processes (i.e. HR vs. Recruiting).
 - There is also a difference between “seat” time and competency – how to make the most out of students’ and teachers’ time in the classroom. Through these forums and conversations, the Verdugo region can inform legislators that higher education is very crowded.
- At various companies, such as Facebook, Google, Yahoo, LinkedIn, it has been confirmed that there is a gap in front-end developers.
 - Knowing that there is a need for designers, education must be flexible and increase accessibility to this pathway by adding this to their curriculum.
 - Another stakeholder questioned how quickly can the system respond to these needs (in the case of front-end developers, the Water & Power workers, etc.).
- The Verdugo Workforce Development Board (VWDB) stated the populations that come to seek services at the Verdugo Jobs Center have multiple barriers to employment; some might

- have a high school diploma, be ex-offenders, etc. The requirements for some employers are very high and there is a disconnect because the one-stop system needs to balance those needs with also focusing on the individuals with no experience.
- Other areas to take action as a community included:
 - Establishing effective paid internships, possibly through the support of social services;
 - Having an incentive systems with companies to hire individuals. A good example of this was Burbank Unified School District students enrolled within pre-apprenticeship classes in the 10th and 11th grade, who graduated and were hired making \$45/hr carpenter.
 - The Glendale Education Foundation (GEF) could create scholarships to attract individuals to certain jobs.
 - Keep jobs local (Currently within the Burbank studios, less than 10% of jobs are filled by Burbank residents).
 - As a community, we need to involve and talk with the actual people who these forums are meant to benefit. We need to ask these individuals what constitutes a quality job for them. The forum is a small sample size of experts; however, the input of those people affected by these decisions must also play a role in the final outcome.
 - Increase communication between the private and public sectors. In order to have a truly successful statewide system, a stakeholder suggested giving businesses tax incentives. Currently the region has too many systems that are not complete or fully integrated.
 - The VWDB is working on its partnerships in the region; one example will be meeting with the City of Los Angeles to address the issue of an aging workforce.
 - Another stakeholder stated there are tax incentives in place that employers are not taking advantage of (i.e. the Work Opportunity Tax Credit).
 - It was also stated that the country is changing, the workforce is diversifying, and therefore the education system is also changing. This individual recommended starting career pathways in middle and high schools, to develop an education system that mobilizes industrially around certain needs.
 - Other stakeholders agreed that there are not enough vocational pathways in the school districts for youth at early ages.
 - Facilitator David Schinder asked attendees at what age should students be introduced to these pathways?
 - Stakeholders shared they should start the pathways at an early age, and show them the steps to take, such as the 7th grade. BUSD has High School Ambassadors that go to middle schools and share the various pathways that are available. BUSD also is working to develop internship classes that student can enroll in.
 - Others inquired if there is an actual need for vocation jobs.
 - A few stakeholders suggested millennials have a strong urge for entrepreneurships and that we must focus on teaching the students to run their own careers like they would run their own business.

Community Stakeholder Forum
Industry-Valued Credentials
Thursday, December 8, 2016, 9AM-11AM

Purpose: Regional Sector Program

The purpose of regional planning and the Regional Workforce plan is to develop regional sector pathway programs. Regional sector pathways ensure the needs of demand industries are met. They also ensure that everyone, including those with barriers to employment have the opportunity to develop skills required for jobs in demand sectors.

Background

Facilitator David Schinder opened the discussion with a brief background on what constitutes industry-valued credentials under California's Workforce Plan:

- Regional sector pathway programs are intended to result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs.
- Only industry can determine what credentials it values.
- Education and the workforce system must regularly engage business in a discussion of skills required demand for jobs and the credentials that signal their attainment.
- Education and training providers must ensure that training remains relevant so that credentials remain valued.
- The State Plan requires that the workforce system set goals for and track the attainment of these credentials.
- For the purpose of the forum discussion, "credentials" as published in the State Plan can be defined in a number of ways i.e. a certificate, an actual credential, a degree, a diploma, either issued by a school or an association, etc.

Questions & Feedback

1) What credentials are currently available that fit the critical career pathways?

Stakeholders discussed various industries in which credentials are currently available which fit critical career pathways:

- Within health care, credentials exist for physicians, registered nurses, licensed social workers, pharmacy technicians, etc. In this particular industry, credentials are not just desired, but required.
 - A Verdugo Workforce Development Board (VWDB) member who attended a recent SlingShot meeting with Health Care sector representatives from various WDBs, noted that the need for more "care coordinators" emerged in the meeting. He believes this is an opportunity for the region to train patient advocates etc. as this a position within an emerging need within the health care industry.
 - Another stakeholder stated "Community Health Workers" are the larger umbrella in the health care field, and underneath this is where care coordinators are housed. We must upskill medical individuals already in these pathways to higher levels in the field.
 - An education stakeholder stated it is important to bring industry to the table to talk about these emerging needs.
- Facilitator David Schinder brought forth the notion of "skill" vs. "credential," stating skill is confirmed by credential, and that credential may not necessarily denote skill.

- Mr. Schinder also presented the idea of “competence” vs. “credential” – is it possible for an employee to be competent in their job and not have a credential?
 - Majority of stakeholders agreed that yes, this is possible.
- Mr. Schinder also asked the attendees if it is possible for individuals with credentials to not be competent (i.e. drivers with driver’s license who can’t drive?)
 - Majority of stakeholders again agreed that yes, this is possible.
- Stakeholders shared their thoughts on this juxtaposition:
 - A stakeholder stated skill is defined by the employer and by business. Mr. Schinder stated the State is proposing that business defines credentials.
 - Another stakeholder from the entertainment industry stated entertainment is all about competence. Credentials are a plus but they are not assumed to show competence.
- The concept of industry-*valued* credentials (as the State Plan refers to them) vs. industry-*recognized* credentials (as education refers to them) was also clarified. Mr. Schinder said the State Plan was very purposely in the language it used to refer to these credentials.
 - Stakeholders discussed various challenges presented by industry-valued credentials:
 - Industry does not always value the credentials of those who receive these credentials in another country.
- Stakeholders identified some industries where credentials are valued by industry:
 - Transportation: Class A Driver’s License for truck drivers.
 - Information/Communications technology:
 - Microsoft Certified Solutions Expert (MCSE).
 - Social Media Coordinators
 - As these growing occupations emerge, the industry must then step in to develop the credentials. Social Media Coordinators can become certified and trained online, however another stakeholder stated WIOA is weary of these online training programs – society is moving towards the normalization of online training programs therefore it is important to somehow incorporate them into WIOA requirements.

2) Do these credentials meet business/industry expectations? How could they be improved?

Mr. Schinder posed to the forum attendees to what extent should businesses be the trainer for or the purveyor of, or both, for credentials? Should industry play a role in credentialing individuals?

Stakeholders shared their thoughts:

- An education stakeholder stated industry and education should come together to develop certifications that are transferable, for example, the customer service certification that Southwest Airlines developed with CTE online platform providers. This certification has now been transferred to the hospitality, tourism, and retail industry. When there is an industry champion, the opportunity for others to value that credential are increased.
 - A stakeholder stated Sixth Sigma is also an online platform for similar certification.
 - There are concierge certifications which are denoted by the number of gold keys the concierge possesses (ranges from one to three). There are schools and training school programs that specialize in this.
 - Toast Masters programs have several levels of certification as well.
- Students are trained in a standard type of training (for example Glendale Community Colleges’ Engineering students), but as far as hiring needs are concerned, many businesses

- tend to value different credentials that are not necessarily standardized to what education trains students in.
- An education stakeholder stated in the realm of Health Care and Computer Science, education is ready to adapt its curriculum to fit the needs of business – they just need the input and direction of businesses.
 - A stakeholder from CMTC stated when it comes to various credentials such as NIMS, MSCC etc., 90% of businesses are not aware of those manufacturing credentials. This stakeholder suggested the notion of industry-wide credentials is not possible.
 - An education stakeholder suggested focusing instead on skills, which are transferrable, as opposed to credentials, which can change frequently.
 - Other stakeholders suggested partnering with employers to develop practicums – create on-the-job learning, internship programs, and other ways to partner with employers (i.e. marriage and family therapists (MFTS)).
 - LinkedIn is also being utilized as a portal to display credentials, through digital badging, which is portable. Employees can expose themselves on LinkedIn by embedding digital badges into their LinkedIn profiles.
 - California State University, Northridge, has started to employ nursing digital badges.
 - Portals for these include Aclaim, Serta Port, and Mozilla
 - It was discussed that smaller businesses may see internships as an inconvenience when it comes to training or paying interns.
 - Solutions were presented by stakeholders stating there should be more outreach to businesses about the government support available to bring on interns into smaller businesses.
 - A VWDB member and small business owner stated he relies on competence when hiring individuals, who are ready to work from their start date. To him, industry-valued credentials are not as valuable as experience.
 - An education stakeholder stated there is a resource available, called Partnership for 21st Century Skills Development, which is across the nation. California adopted (12) career-ready practice standards, which are transferable skills across industries. Districts and regions develop certificates associated to these skills – these go beyond the typical “hard skills.”
 - Cybersecurity is also an area that is cross-cutting various industries. VWDB stakeholder discussed the efforts of NICE (National Institute of Cybersecurity Education) as an example of this.
 - Stakeholders discussed whether or not age would be a barrier to employment, i.e. older workers needing new credentials. The notion of what percentage of the population is in more long-term jobs vs. more transitory jobs was also posed.
 - Another stakeholder stated individuals in a career who want to stay in that career need to upskill.
 - In Community Colleges, upskilling is referred to as “skills builders”.
- 3) Are methods to get these credentials reasonably accessible to potential members of our workforce with significant barriers to employment?**
- a) English Language Learners?**
 - b) People with minimum wage jobs?**
 - c) Others?**

This question was not discussed in this forum.

4) How can we improve access to credentials along the career pathways?

Stakeholders discussed how best the Verdugo region can improve access to credentials along career pathways:

- One stakeholder noted that simple but effective changes can increase participation. For example, his organization increased participation in centers by 40% in one week when they moved a sign and their representatives to the hallway where individuals were walking by. This stakeholder mentioned takeaways for him included:
 - Passive marketing may not work for different cultures.
 - Utilize community organizations as the on-ramp to these pathways.

Attachment VI: Staff Assessment of Workforce Development



Adult & Dislocated Worker Programs SWOT Analysis

VJC staff conducted a SWOT analysis to assess workforce development programs and services for AD and DW customers. These results and the input from stakeholders and customers via Stakeholder Forums and Focus Groups were used to develop the Action Plan (Attachment II).

Element	Input
Strengths	<ol style="list-style-type: none"> 1. Solid partnerships with community providers 2. Great teamwork at VJC 3. Professional & caring staff 4. Eligibility process for adult program 5. Support staff 6. Disability programs in VJC 7. Solid partnerships with employers 8. Job placement assistance 9. Counseling 10. OJT for people with Disabilities 11. Volume of clients; types of clients; variety of disabilities and araciality of access for clients 12. Counseling services 13. Training programs 14. Knowledgeable job developers 15. Provide services to thousands of clients per year 16. Workshops 17. Case management 18. Job opportunities 19. Community outreach 20. Communications with staff 21. Rapid response 22. OJT outreach 23. Resource room: good help and referrals 24. Location of VJC: close to transportation 25. Disability expertise 26. Relationship with DOR 27. EDD in-house 28. Workshops weekly: resume writing, interviewing 29. Youth help adult with computer usage 30. Serve low income people with barriers 31. Compassion for people 32. Co-enrollment with other grants 33. TAA program in-house
Weaknesses	<ol style="list-style-type: none"> 1. Follow up structure for clients (not enough staff support for exceptional service) 2. Supportive services: need resources for more 3. Marketing the services we provide 4. Limited resources available (i.e. marketing) 5. Limited staffing 6. Not enough funding to perform at an excellent level due to overwhelming demand for services 7. Job ready applicants 8. Supply/Demand: job openings 9. Challenges in serving clients with multiple barriers

Element	Input
	<ol style="list-style-type: none"> 10. Time constraints in serving customers 11. Security of information which limits partners from sharing information 12. Limited social media presence 13. Using all tools in CalJOBS to assist with case management: Need CalJOBS training 14. We are not accessing testimonials from successful job placement 15. We are not fully capitalizing on the full potential of VJC partnerships 16. Professional literature 17. Need better assessment tools for skills 18. Referral to adult education and follow up 19. Professional development for staff on LMI 20. More resources for older workers 21. Referrals to non-WIOA programs should be increased 22. Need to continue to improve referral process to partners to ensure that customers follow up and receive the services they need 23. Need to increase partnerships with organizations that help immigrants 24. Customer engagement in their own success (ongoing) 25. Technology: need to seek and acquire technology that can improve services to customers 26. More assessment tools to meet special needs 27. Product knowledge: need continuous training as we add partners to VJC 28. Resume workshops (not enough) 29. Career pathways: need more
Opportunities	<ol style="list-style-type: none"> 1. Businesses willing to work with us 2. Vast population 3. Resources of all partners 4. Industry growth 5. Out of recession 6. EDD resources 7. Community partners willing to assist and participate in VJC 8. Numerous recruitments and hiring events 9. Increase in job opportunities; there are jobs out there 10. Mobile hiring service that get people hired by industry 11. Registered apprenticeships program we used to do these more consistently – we need more
Threats	<ol style="list-style-type: none"> 1. Labor market trends 2. Negative perceptions of job seekers; breaking through the barriers of self-esteem 3. Mobile service that gets people hired fast 4. Local competition from other service providers: need to reach out and invite them to partner 5. Skills gaps with technology changing so rapidly 6. Employers hiring and paying part-time at 39 hours to avoid providing benefits including expensive health insurance

Attachment VII: Local Board Assurances

WSD 16-07 ATTACHMENT 4

Local Board Assurances

Through PY 2017-20, the Local Workforce Development Board (Local Board) assures that:

- A. The Local Board assures that it will comply with the uniform administrative requirements referred to in Workforce Innovation and Opportunity Act (WIOA) Section 184(a)(3).
- B. The Local Board assures that no funds received under the Workforce Development Act 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 intensive and training services. (WIOA Section 134[c][3][E], and 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 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 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

Debbie Kukta
Name

Paula Devine
Name

Chair
Title

Mayor, City of Glendale
Title

Date

Date

Please see attached memo Attachment VIII

Attachment VIII: CEO Signatures



To: Tim Rainey, Executive Director
California Workforce Development Board

From: Debbie Kukta, Chair
Verdugo Workforce Development Board

Subject: Local Plan Signatures

The Local Workforce Boards that comprise the Los Angeles Basin Regional Planning Unit (LABRPU) agreed to align their public comment period based on the date that the LABRPU Regional Plan would be ready for release. As such, the Verdugo Workforce Development Board (VWDB) completed its public comment period on March 1, 2017 in alignment with the six other Local Boards that comprise the LABRPU. The Local Boards also agreed to submit their Local Plans on March 9, 2017 to be ready for submittal to the State by March 15, 2017.

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) in the month of March. The VWDB has reviewed the draft application for comment but will also be approving the final once feedback from the State (if any) has been received and the Local Plan is revised accordingly. Therefore, the final Local Plan 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, 2017.

Thank you for your consideration.

Attachment IX: AJCC Locations



Comprehensive AJCC



The Verdugo Jobs Center (VJC) located at
1255 Central Avenue, Glendale, CA 91204



Burbank Workforce Connection Annex of the VJC
301 E. Olive Avenue, Suite 101, Burbank, CA 91502.



Attachment X: AJCC Partners



Local Partner	Program
City of Glendale, Community Services and Parks Department	WIOA Title I Adult Formula WIOA Title I Dislocated Worker Formula WIOA Title I Youth Formula Housing and Urban Development Programs
City of Glendale, Library, Arts & Culture Department	WIOA Title II Adult Education and Literacy Programs
City of Burbank, Burbank Workforce Connection	WIOA Title I Adult Program WIOA Title I Dislocated Worker Program WIOA Title I Rapid Response Program
Burbank Unified School District, Burbank Adult School	WIOA Title II Adult Education and Literacy Programs
Glendale Youth Alliance, Inc.	WIOA Title I Youth Program
State of California, Employment Development Department	Unemployment Insurance
Glendale Community College District	WIOA Title II Adult Education and Literacy Programs Carl D. Perkins Career Technical Education Act of 2006
City of Glendale	Verdugo Jobs Center
State of California Department of Rehabilitation	WIOA Title IV Vocational Rehabilitation
State of California Employment Development Department	WIOA Title III Wagner-Peyser Act Trade Adjustment Assistance Jobs for Veterans State Grant
Los Angeles County, Community & Senior Services	Title V Older Americans Act Programs
Cornerstone Solutions, Inc., Job Corps Services	Job Corps
Southern California Indian Center, Inc.	Native American Programs (Section 166)
Friends of the Miracle Mile, Pasadena YouthBuild	YouthBuild
Friends Outside in Los Angeles County	Second Chance Act Programs
Los Angeles County, Department of Public Social Services	Temporary Assistance for Needy Families CalWORKS

Attachment XI: Local Area Grant Recipient Listing



WSD 16-07 ATTACHMENT 5

Please see Attachment VIII: CEO Signatures

**STATE of CALIFORNIA
LOCAL AREA GRANT RECIPIENT LISTING**
[WIOA Sections 107(d)(12)(B)(i)]

VERDUGO WORKFORCE DEVELOPMENT AREA

(Name of Local Workforce Development Area)

ENTITY	ORGANIZATION	CONTACT (NAME/TITLE)	MAILING ADDRESS (STREET, CITY, ZIP)	TELEPHONE, FAX, E-MAIL
Grant Recipient (or Subrecipient if applicable)	City of Glendale	Scott Ochoa City Manager	613 E. Broadway, Room 200, Glendale, CA 91204	(818) 548-4844 sochoa@glendaleca.gov
Fiscal Agent	City of Glendale	Bob Elliot Director	141 N. Glendale Avenue, Room 346, Glendale, CA 91204	(818) 548-2085 belliot@glendaleca.gov
Local Area Administrator	City of Glendale Verdugo Consortium	Judith Velasco Executive Director	1255 S. Central Avenue, Glendale, CA 91204	(818) 937-8031 jvelasco@glendaleca.gov
Local Area Administrator Alternate	City of Glendale Community Services & Parks	Onnig Bulanikian Director	201 E. Colorado Street Glendale, CA 91204	(818) 548-3248 obulanikian@glendaleca.gov

Signature: _____
Chief Elected Official
Date

If a Local Grant Subrecipient has been designated, please submit a copy of the agreement between the Chief Elected Official and the Subrecipient. The agreement should delineate roles and responsibilities of each, including signature authority.

Attachment XII: Local Plan Signatures



WSD 16-07 ATTACHMENT 7

PROGRAM ADMINISTRATION DESIGNEE AND PLAN SIGNATURES

This local plan represents the Verdugo Workforce Development Board’s efforts to maximize and coordinate resources available under Title I of the Workforce Innovation and Opportunity Act.

This local plan is submitted for the period of July 1, 2017 through June 30, 2021 in accordance with the provisions of the WIOA.

Local Workforce Development Board Chair

Chief Elected Official

Signature

Debbie Kukta
Name

Chair
Title

Date

Signature

Paula Devine
Name

Mayor, City of Glendale
Title

Date

Please see Attachment VIII: CEO Signatures

Attachment XIII: Partner MOUs



MEMORANDUM OF UNDERSTANDING

**Establishing the Local One-Stop Delivery System and
Local Partnership for the America's Job Centers of California
of the Verdugo Local Area**

2016

I. SERVICES PROVIDED THROUGH THE ONE-STOP DELIVERY SYSTEM**A.1. References:**

The Workforce Innovation and Opportunity Act of 2014 ("WIOA") requires that a memorandum of understanding ("MOU") be developed and executed between the Verdugo Workforce Development Board ("VWDB" or "Local Board") and its America's Job Centers of CaliforniaSM ("AJCC") Local Partners ("Local Partners"), with the agreement of the Chief Local Elected Official ("CLEO"), to establish an agreement concerning the operations of the AJCC service delivery system ("Local System") in the Verdugo Local Workforce Development Area ("Local Area").

This MOU is entered into between VWDB and Local Partners (collectively, "Parties") for system-wide operation of WIOA in the Local Area.

A.2. Purpose:

The purpose of this MOU is to establish a cooperative working relationship between the Parties and to define their respective roles and responsibilities in achieving the policy objectives of the local workforce development system indicated below. The MOU also serves to establish the framework for providing services to employers, employees, job seekers and others in need of workforce services in the Local Area consistent with the mission, vision, values, and goals of the Local Board as stated below:

a. VWDB Mission:

To transform lives, businesses, and the community through innovative workforce services.

b. VWDB Vision:

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

c. VWDB Values:

- Excellence
- Integrity
- Effectiveness
- Innovation
- Respect

d. VWDB Goals:

- To be recognized by the Verdugo community for our integrity and ability to create value for businesses and job-seeking customers
- Effectively address the workforce and business development needs of the Verdugo community through diversified resources and funding
- Lead industry innovation and performance excellence as a high-performing workforce development board
- Maximize economic vitality and opportunity in the Verdugo region by leveraging our competitive advantages

B. Local Partners:

The Parties to this MOU include the VWDB and the following required Local Partners:

Required

Local Partner	Program
City of Glendale, Community Services and Parks Department	WIOA Title I Adult Formula WIOA Title I Dislocated Worker Formula WIOA Title I Youth Formula Housing and Urban Development Programs
City of Glendale, Library, Arts & Culture Department	WIOA Title II Adult Education and Literacy Programs
City of Burbank, Burbank Workforce Connection	WIOA Title I Adult Program WIOA Title I Dislocated Worker Program WIOA Title I Rapid Response Program
Burbank Unified School District, Burbank Adult School	WIOA Title II Adult Education and Literacy Programs
Glendale Youth Alliance, Inc.	WIOA Title I Youth Program
State of California, Employment Development Department	Unemployment Insurance
Glendale Community College District	WIOA Title II Adult Education and Literacy Programs Carl D. Perkins Career Technical Education Act of 2006

City of Glendale	Verdugo Jobs Center
State of California, Department of Rehabilitation	WIOA Title IV Vocational Rehabilitation
State of California, Employment Development Department	WIOA Title III Wagner-Peyser Act Trade Adjustment Assistance Jobs for Veterans State Grant
Los Angeles County, Community and Senior Services	Title V Older Americans Act Programs
Cornerstone Solutions, Inc., Job Corps Services	Job Corps
Southern California Indian Center, Inc.	Native American Programs (Section 166)
Friends of the Miracle Mile, Pasadena YouthBuild	YouthBuild
Friends Outside in Los Angeles County	Second Chance Act Programs
Los Angeles County, Department of Public Social Services	Temporary Assistance for Needy Families CalWORKS

C. AJCC System Design:

The Verdugo Local Workforce Development Area is comprised of the cities of Glendale, Burbank and La Cañada Flintridge located in the eastern region of San Fernando Valley in Los Angeles County, California. The Local Area is served by the AJCC Local System, which is comprised of the Parties to the MOU indicated in Section B. above. The Local Board oversees the Local System, which is made up of a full-service job center located in the City of Glendale, and an affiliate site known as the Burbank Workforce Connection in the City of Burbank, which acts as a portal for enrollment into WIOA Title I funded programs and other AJCC services in both Glendale and Burbank.

The City of Glendale serves as the One-Stop Operator for the Local System while the City of Burbank manages the Burbank Workforce Connection. Through its AJCC locations VWDB has served the business community in its tri-city consortium for more than 30 years with innovative workforce development services that prepare the competitive human capital required for sustained growth and industry leadership. Based on its experience and business acumen, services are strategically developed to support the Verdugo business community's visionary leadership and the intelligent risk-taking needed to compete in today's global marketplace. Additional design features of the Local AJCC System Design, including Career Services, are described below.

D.1. AJCC System Services:

The Local System provides a wide range of Career Services, including Basic Career Services available as self-services, individualized services, training, and follow-up/retention services. The Local System also provides a myriad of services for businesses in the Verdugo region to meet their hiring and strategic needs. (See Attachment A for services applicable to each Local Partner).

D.2. Services Identified in the State Plan Bilateral Agreements:

The Local Partners acknowledge the provisions of the bi-lateral agreements between the State of California Employment Development Department (EDD), the California Department of Rehabilitation (DOR), the Los Angeles County Department of Public Social Services, the California Welfare Directors Association, the California Community Colleges Chancellor's Office, and the California Workforce Development Board as contained in *California's Unified Strategic Workforce Development Plan (State Plan)* for Program Years 2016-2020.

The Local Partners recognize that Local System operations are intended to fulfill the workforce development policy objectives of the State of California, which include:

- **Fostering "demand-driven skills attainment"**. Workforce and education programs need to align program content with the State's industry sector needs so as to provide California's employers and businesses with the skilled workforce they need to compete in the global economy.
- **Enabling upward mobility for all Californians**. This objective includes populations with barriers to employment. Workforce and education programs need to be accessible for all Californians, and ensure that everyone has access to a marketable set of skills and is able to access the level of education necessary to ensure economic self-sufficiency and security.
- **Aligning, coordinating, and integrating programs and services**. Programs need to economize limited resources while also providing the right services to customers. Services should be based on each customer's particular and potentially unique needs so as to facilitate skills-attainment.

The Local Partners agree to comply with the State of California policy requirements that may be issued to direct local activities pertaining to implementation of State Plan provisions within local budgetary parameters. The provisions of this MOU reflect and describe the goals and intent of the Local Partners to embrace the provisions of the State Plan and a joint commitment to conform and align Local System plans and operations with State policy and directives pertaining to specific bi-lateral agreements contained within.

E.1. AJCC System Shared Customers:

The Local Partners' shared customers include businesses, youth, and adult workers seeking education and jobs, and who face barriers to employment such as, but not limited to: disabilities, low-income (including public assistance recipients), homelessness, English language deficiencies, basic skills deficiencies, lack of high school diploma or equivalent, involvement with the justice system, lack of occupational skills, unemployment, lay off, and under-employment. Youth customers may also experience additional barriers such as, but not limited to: Disconnected Youth (no school, no work), Foster Youth, and Pregnant or Parenting Youth.

F. Responsibilities of the Local Partners:

The Local Partners agree to participate in joint planning, plan development, and modification of activities to accomplish the following:

- Continuous Local Partnership building
- Continuous planning in response to state and federal requirements
- Responsiveness to local and economic conditions and employer needs
- Adherence to common data collection and reporting needs
- Make services applicable to the Local Partner program(s) available to customers through the Local System
- Participate in capacity-building and staff development activities in order to ensure that all Local Partners and staff are adequately cross-trained

II. INITIAL PLAN FOR FUNDING OF SERVICES AND OPERATING COSTS

The Parties to this MOU Agree to the following:

- Share in the operating costs of the Local AJCC system through a separately negotiated cost sharing agreement(s) based on an agreed upon plan
- Costs will be based on proportionate use and an agreed upon methodology(ies)
- Shared costs will be applied consistently over time
- The methodology(ies) used in determining shared costs will be reflected in a separate Cost Sharing Agreement(s) to be developed during Phase II and attached to this MOU.

III. METHODS FOR REFERRING CUSTOMERS

A.1. General Provisions:

The spirit and intention of the AJCC is to ensure that all customers receive services in a timely manner, and that the services provided by the One-Stop Operator and the One-Stop Local Partners are perceived as seamless to the customer.

In addition to the services listed by the Local Partners in Attachment A, respectively, the Parties agree that when appropriate, they will provide customer referrals to other Local Partners.

All Local Partners agree that referrals of customers for service between the One-Stop Operator and the Local Partners, or between Local Partners, shall be done in a timely manner.

All Local Partners agree that when they receive referrals from other Local Partners, they will provide services in a timely manner to the customer that was referred.

The Parties agree that customers who are deemed eligible and in need of training services shall receive that training in a timely manner. If the Local Partner does not provide or fund training services, it shall refer customers to the appropriate Local Partners in a timely manner.

A.2. AJCC System Referral Process:

All Local Partners agree to follow the referral process established by the Local Partners to ensure that all AJCC customers receive a high-quality, customer-centered referral provided by staff trained in customer service. Referrals shall be made to ensure the most expedited transition to appropriate service(s) using a warm-hand off whenever possible or, referral form, phone call, e-mail or other electronic means. Referrals between Local Partners shall be tracked for follow-up to ensure customer receives service(s) in a timely manner. Both general and specific information regarding Local System programs, services, activities, and resources will be made available to all customers as appropriate.

A.3. Commitment to Customer Service and a Customer-Centered Focus:

Each Local Partner is committed to ensuring a high-quality customer service and customer-centered focus. Local Partners agree to work together to continuously improve processes and services to ensure exceptional services for all customers.

A.4. Direct Access to Local Partners Through Real-Time Technology:

All Local Partners will provide direct access to each other via email and instant messaging, live-chats, single-points of contact for service delivery at each Local Partner program, and the CalJOBS System. These means of communication will be reinforced by Local Partner

co-location, and staff cross-training.

IV. ACCESS TO SERVICES

A. Map

See Attachment B for the "Map of the Local AJCC System."

B. Locations:

Services will be provided in the Verdugo Local Workforce Development Area.

1. The Verdugo Jobs Center (VJC) located at 1255 S. Central Avenue, Glendale, California 91204 is the comprehensive service location providing all services as required under WIOA Title I. The Local System may include the following service sites which will be aligned to the VJC:
 - a. Burbank Workforce Connection Annex of the VJC, 301 E. Olive Avenue, Suite 101, Burbank, CA 91502.
2. The AJCC sites listed above will comply with California ADA and seismic certification requirements.

C. Individuals With Barriers to Employment

Individuals who are facing a challenge that may impede their ability to attain and/or retain employment are considered to have a "barrier to employment". Individuals with at least one barrier to employment are a priority for the AJCC. These priority customers include those defined under WIOA Title I and EDD (Directive WSD15-12). All shared customers for all Local Partners are listed in Section I.E2.

The AJCC ensures access to and priority for services to individuals with barriers to employment through center-based service delivery and virtual service delivery. Both approaches support the talent needs of the Verdugo region economy, although each may better serve different customers with different levels of service needs at any given time. Accordingly, the Local Partners will utilize electronic connectivity as indicated in Section III.A.4. to provide businesses and job-seeking customers AJCC services in order to increase community accessibility to the resources of the Local System.

D. Commitment to Share Data and Technology

WIOA emphasizes technology as a critical tool for making all aspects of information exchange possible, including client tracking, common case management, reporting, and data collection. To support the use of these tools, each Local Partner agrees to:

1. Comply with the applicable provisions of WIOA Title I, Welfare and Institutions Code,

California Education Code, Rehabilitation Act, and any other appropriate statutes or requirements;

2. The principles of common reporting and shared information through electronic mechanisms, including shared data and technology;
3. Commit to share information to the greatest extent allowable under their governing legislation and confidentiality requirements;
4. Maintain all records of the AJCC customers or Local Partners (e.g. applications, eligibility and referral records, or any other individual records related to services provided under this MOU) in the strictest confidence, and use them solely for purposes directly related to such services;
5. Develop technological enhancements that allow interfaces of common information needs, as appropriate; and
6. Understand that system security provisions shall be agreed upon by all Local Partners.

E. Internal Control to Ensure System Security:

In order to reduce redundant customer intake processes and facilitate and support integrated case management, customer information will be properly secured in the EDD's CalJOBS System in accordance with personally identifiable information guidelines, and facilitated as appropriate, consistent with federal and state privacy laws and regulations. Data will be shared between Local Partners only after the informed written consent of the customer has been obtained where required.

F. Confidentiality:

The Local Partners agree to comply with the provisions of WIOA where applicable as well as the applicable sections of the Welfare and Institutions Code, the California Education Code, the Rehabilitation Act, and any other appropriate statute or requirement governing individual Local Partner programs to assure the following:

1. All applications and individual records related to services provided under this MOU, including eligibility for services and enrollment and referral, shall be confidential and shall not be open to examination for any purpose not directly connected with the delivery of such services.
2. No person will publish, disclose use, or permit, cause to be published, disclosed or used, any confidential information pertaining to AJCC applicants, participants, or customers overall unless a specific release is voluntarily signed by the participant or customer.
3. Each Local Partner agrees to abide by the current confidentiality provisions of the respective statutes to which AJCC operators and other Local Partners must adhere, and shall share information necessary for the administration of the program as allowed under law and regulation. The Local Partner, therefore, agrees to share client information necessary for the provision of services such as assessment, universal intake, program or

training referral, job development or placement activities, and other services as needed for employment or program support purposes.

4. Client information shall be shared solely for the purpose of enrollment, referral or provision of services. In carrying out their respective responsibilities, each party shall respect and abide by the confidentiality policies of the other Parties.

G. Non-Discrimination and Equal Opportunity:

No Local Partner shall unlawfully discriminate, harass or allow harassment against any employee, applicant for employment or AJCC applicant due to gender, race, color, ancestry, religion, national origin, veteran status, physical disability, mental disability, medical condition(s), age, sexual orientation or marital status. The Local Partner agrees to comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990) and related, applicable regulations.

H. Grievances and Complaints:

The Local Partners agree to establish and maintain a procedure for grievances and complaints as outlined in WIOA Title I. The process for handling grievances and complaints is applicable to both customers and Local Partners. These procedures will allow the customer or entity filing the complaint to exhaust every administrative level in receiving a fair and complete hearing and resolution of their grievance. Each Local Partner further agrees to communicate openly and directly to resolve any problems or disputes related to the provision of services in a cooperative manner and at the lowest level of intervention possible.

I. Americans With Disabilities Act and Amendments Compliance:

Each Local Partner agrees to ensure that the policies, procedures, programs, and services provided at the AJCC are in compliance with the Americans with Disabilities Act and its amendments. Additionally, each Local Partner agrees to fully comply with the provisions of WIOA, Title VII of the civil Rights act of 1964, the Age Decimation Act of 1975, Title IX of the Education Amendments of 1972, 29 CRF Part 37 and all other regulations implementing the aforementioned laws.

J. Commitment to Capacity-Building and Professional Development:

The Parties to the MOU agree to promote capacity-building and professional development for staff in order to increase awareness and understanding of serving individuals with barriers to employment and individuals with disabilities.

K. Governing Law:

This MOU is governed by and shall be interpreted in accordance with the laws of the State of California, any State WIOA enabling legislation, including Executive Orders of the Governor

of the State of California, the Workforce Innovation and Opportunity Act of 2014, and any applicable Federal Rules and Regulations.

L. Unenforceable Provisions:

In the event that any provision of this MOU is unenforceable, the Parties agree that all other provisions of this MOU have full force and effect, and shall not be affected.

M. Non-Financial Agreement:

This MOU is non-financial in nature and binds no party or Local Partner to financial obligations(s) of any other. Any financial agreements between any of the Parties shall be outlined in separate documents.

N. Entire MOU:

This MOU constitutes the entire agreement of the Parties. This MOU supersedes any and all other MOUs, either oral or in writing, between the Parties to this MOU with respect to the subject matter hereof, and no other MOU, statement or promise relating to the subject matter or the MOU which is not contained herein shall be valid or binding.

O. Failure to Perform:

Any failure on the part of a Local Partner to perform its duties and obligations under the terms of this MOU shall be handled as a dispute under Section P. below.

P. Disputes:

Parties shall continue with the responsibilities under this MOU during any dispute. Any party may call a meeting of all Parties to discuss and informally resolve disputes. Should informal resolution efforts fail, the dispute shall be referred to the Chair of the VWDB who shall place the dispute upon the agenda of the next VWDB Executive Committee. The Executive Committee shall mediate the dispute. The Parties agree to abide by the final resolution of that Committee.

Q. Approval:

This MOU shall be effective when signed by representatives of all Local Partner agencies, the VWDB Chair, and the CLEO of the Local Area. Once effective, this MOU becomes a part of the WIOA Local Plan or any other similar plan submitted to the State of California.

R. Local Partnership:

The Parties to this MOU agree that this document is not intended to create a legal Local Partnership under the laws of the State of California.

S. Employment Status:

The Parties agree that the Local Partnership is not the employer of any person receiving compensation for work performed under this MOU. The employment status of any person receiving compensation for work performance under this MOU is determined by the relationship established between the person performing the work and the agency Local Partner for whom the work is performed.

T. Performance:

No agency is responsible for the non-achievement of program goals of other Local Partners.

U. Marketing:

All Local Partners shall contribute to marketing the AJCC. All press releases, brochures, flyers, print ads, posters, public service announcements, reports and newsletters related to services under this MOU shall recognize all the Local Partners as funding sources and shall be cleared and approved by all Local Partners prior to release. When it is not practical or possible to accommodate all Local Partner names or logos in marketing tools, the following statement shall be noted: *To better serve the public, the Verdugo Jobs Center is sponsored by a Local Partnership of local and state agencies.*

V. Benefits:

Benefits to each Local Partner shall be:

- Delivery of services in the most cost-effective and efficient means
- Reduced staff time by eliminating duplication of services
- Coordination between the public and private sectors
- Increased customer access to services
- Simplified customer outreach activities
- Improved program services

V. HOLD HARMLESS/INDEMNIFICATION/LIABILITY

In accordance with the provisions of Section 895.4 of the California Government Code, each Local Partner hereby agrees to indemnify, defend, and hold harmless all other Parties identified in this MOU from and against any and all claims, demands, damages, and costs (including court costs and attorney's fees, except as provided in the next paragraph*) arising out of or resulting from any acts or omissions which arise from the indemnifying party's performance of the obligations under this MOU.

*The obligation to pay court costs and attorney's fees does not apply to Departments of the State of California which cannot provide for indemnification of court costs and attorney's fees under the indemnification policy of the State of California.

This section's indemnification and defense obligations survive termination of this MOU.

VI.**DURATION OF THE MOU****A. Term and Amendments:**

This MOU shall commence upon written approval by all Parties and shall remain in effect until June 30, 2019 or until terminated by repeal of the Workforce Innovation and Opportunity Act otherwise by action of law, or in the event that this MOU is updated and a new one takes its place. The MOU will be reviewed not less than once every three years to identify any substantial changes in laws and regulations that have occurred, and to ensure appropriate funding and delivery of services.

This MOU may be modified, altered, or revised, as necessary, by mutual consent of the Parties, by written amendment, signed and dated by the Parties.

B. Termination:

The Parties understand that implementation of the AJCC system is dependent on the good faith effort of every Local Partner to work together to improve services to the community. The Parties also agree that this is a project where different ways of working together and providing services are being tried. In the event that it becomes necessary for one or more Parties to cease being a part of this MOU, the entity shall notify the other Parties, in writing, 30 days in advance of that intention.

C. Authorization:

Pages 13-28 contain signature pages, one signature per page as follows:

Page 13: City of Glendale, Community Services & Parks Department

Page 13.1: City of Glendale, Library, Arts & Culture Department

Page 13.2: Community Enhancement Services

Page 14: City of Burbank, Burbank Workforce Connection

Page 15: Glendale Youth Alliance, Inc.

Page 16: State of California, Employment Development Department,
Unemployment Insurance

Page 17: Glendale Community College District

Page 18: City of Glendale, Verdugo Jobs Center

Page 19: State of California, Department of Vocational Rehabilitation

Page 20: State of California, Employment Development Department

Page 21: Los Angeles County, Community and Senior Services

Page 21.1: Los Angeles County, Department of Public Social Services

Page 22: Cornerstone Solutions, Inc., Job Corps Services

Page 23: Southern California Indian Center, Inc.

Page 24: Friends of the Miracle Mile, Pasadena YouthBuild

Page 25: Burbank Unified School District, Burbank Adult School

Page 26: Friends Outside, Los Angeles County

Page 27: Verdugo Workforce Development Board

Page 28: Verdugo Consortium Chief Local Elected Official, City of Glendale

Page 12 of 28

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:



Signature

6-3-16

Date

Jess Duran

Name (Printed)

Director

Title

City of Glendale,
Community Services & Parks Department
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

Cindy Cleary
Signature

6/2/2016
Date


Cindy Cleary
Name (Printed)

Director of Libraries
Title

City of Glendale,
Library, Arts & Culture
Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:



Signature
Sigmond Vays

Name (Printed)

President/CEO

Title

9/13/2016

Date

Community Enhancement Services (CES)

Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:



Signature

6/20/16

Date

Brady Griffin

Name (Printed)

Human Resources Manager

Title

City of Burbank,
Burbank Workforce Connection

Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:

 _____ Date 6/14/16 _____

Karine Grigoryan _____
Name (Printed)

Executive Director _____
Title

Glendale Youth Alliance, Inc. _____
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

Attorney on behalf of
Signature Rosa Olague

6/10/16
Date

Rosa Olague
Name (Printed)

EDA
Title

State of California,
Employment Development Department
Unemployment Insurance
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

 _____ Date 6-8-16 _____
Signature Date

Dr. David Viar
Name (Printed)

Superintendent/President
Title

Glendale Community College District
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

 _____ Date 6/6/16 _____

Melissa Younesian _____
Name (Printed)

Operations Manager _____
Title

City of Glendale. _____
Verdugo Jobs Center _____
Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:

Wan Chun Chang
Signature

06-14-2016
Date

Wan Chun Chang
Name (Printed)

District Administrator
Title

State of California,
Department of Vocational Rehabilitation
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

 _____ Date 8/08/16

Olin King
Name (Printed)


Deputy Division Chief
Title

State of California
Employment Development Department
L.A-Ventura Workforce Services Division
Glendale/San Gabriel Valley Region
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

 _____ Date 6/9/16

Cynthia D. Banks
Name (Printed)

Director
Title

Los Angeles County,
Community and Senior Services
Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:

 _____
Signature

6/8/16 _____
Date

Lamont Allen _____
Name (Printed)

Project Director _____
Title

Cornerstone Solutions, Inc.,
Job Corps Services _____
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:


Signature

6-3-16
Date

Paula Starr
Name (Printed)

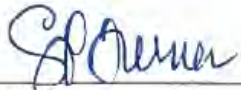
Executive Director
Title

Southern California Indian Center, Inc.
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:



Signature



Date

Sheryl Turner
Name (Printed)

Executive Director
Title

Friends of the Miracle Mile,
Pasadena YouthBuild
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

John Paramo
Signature

6-20-16
Date

John Paramo
Name (Printed)

Director of Secondary Education
Title

Burbank Unified School District.
Burbank Adult School
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:

 _____
Signature

6-7-2016 _____
Date

Mary Weaver _____
Name (Printed)

Executive Director _____
Title

Los Angeles County,
Friends Outside _____
Organization

Signatures:

In witness thereof, the Parties execute this MOU.

Signatures:



Signature

June 2, 2014

Date

Judith Velasco

Name (Printed)

Workforce Administrator

Title

Verdugo Workforce Development Board

Organization

Signatures:
In witness thereof, the Parties execute this MOU.

Signatures:

Paula Devine
Signature

6/17/16
Date

Paula Devine
Name (Printed)

Mayor
Title

City of Glendale,
Verdugo Consortium Chief Local Elected Official
Organization

Attachment XIV: Local Board Bylaws



WSD 16-07 ATTACHMENT 6

Local Workforce Development Board Bylaws

The Local Workforce Development Board is required to submit a copy of their Bylaws as an attachment to the local plan. Include the Bylaws under this cover page.

BYLAWS
OF THE
VERDUGO WORKFORCE INVESTMENT BOARD

AN UNINCORPORATED ENTITY OPERATED BY
THE CITY OF GLENDALE, A MUNICIPAL CORPORATION,
THROUGH A JOINT POWERS AGREEMENT
OF THE
CITIES OF BURBANK, GLENDALE AND LA CAÑADA FLINTRIDGE

ARTICLE I
GENERAL

SECTION 1.1 NAME

The complete name of this organization is the Verdugo Workforce Investment Board.

SECTION 1.2 PRINCIPAL OFFICE

The principal office for the transaction of the business for the Verdugo Workforce Investment Board (principal executive office) is located in the City of Glendale, California. The Verdugo Workforce Investment Board may change the principal office from one location to another by amending these Bylaws.

ARTICLE II
PURPOSE

SECTION 2.1 GENERAL PURPOSE

The Verdugo Workforce Investment Board is organized by mandate of the Workforce Investment Act of 1998, Section 117 (a) *to set policy for the portion of the statewide workforce investment system within the local area.*

- A. To delegate to the Executive Committee any of the powers of the Board in the management of the business and affairs of the Board, except those enumerated in §6.2 hereunder.
- B. To appoint the Verdugo Youth Workforce Council as required under the Workforce Investment Act of 1998.
- C. To carry out the specific purposes enumerated in §2.2 of these Bylaws
- D. Powers of the VWIB specifically exclude:
 - (1) The filling of vacancies on the Board.
 - (2) The amendment or repeal of any final decision of the CEO.
 - (3) The expenditure of funds from any source to support a nominee for membership.
 - (4) The approval of any self-dealing transaction, except where permitted by law.

ARTICLE IV
MEMBERS

SECTION 4.1 GENERAL

The members of the Verdugo Workforce Investment Board shall have no liability for dues or assessments. No person who is a VWIB member shall be personally liable for the debts, liabilities or obligations resulting from any program established by the VWIB in partnership with the CEO.

The rights and privileges of all members shall be equal.

SECTION 4.2 COMPENSATION

Persons who receive wages, stipends, salaries or fees from federal, state, or city funds from any program established by the VWIB in partnership with the CEO shall not serve as members, except as exempted by state or federal law. However, with approval of the Chairperson and in compliance with City of Glendale policies, VWIB members shall be entitled to reasonable advancement or reimbursement of expenses arising out of their service as members.

SECTION 4.3 NUMBER AND REPRESENTATION

There shall be neither a minimum nor a maximum number of members prescribed for the Verdugo Workforce Investment Board provided that sector representation requirements of the Workforce Investment Act of 1998 are met (e.g. business, labor, education, employment services, community based organizations, economic development, etc.)

SECTION 4.4 APPOINTMENT OF MEMBERS

The CEO bears final responsibility for appointment of members as defined in the Joint Powers Agreement.

SECTION 4.5 TERM OF OFFICE

The term of office of members shall be fixed and staggered at two and three years. Members whose terms are completed may be recommended to the CEO for reappointment.

SECTION 4.6 VACANCIES

Vacancies in membership, whether the result of removal or resignation, shall be filled through the standard appointment process described in §4.4 above.

A Board position can be declared vacant due to inadequate participation without the need for resignation or removal for cause. Inadequate participation shall be defined as no activity within a six month period when no leave of absence for cause has been approved by the Executive Committee.

SECTION 4.7 RESIGNATIONS

Any VWIB member may resign by submitting notice to the Board Chairperson.

SECTION 4.8 REMOVAL

Any member may be removed if a two-thirds (2/3) majority of the Board approves such action at a legally constituted meeting for the following causes: (1) the member ceases to be representative of the group from which the member was selected, (2) the member lacks adequate participation in the business of the Board, and/or (3) the member has other activities or interests detrimental to or in conflict with the interests of the Board.

Such action must be confirmed by the CEO.

SECTION 4.9 ALTERNATES AND PROXIES

Each member may designate in writing one (1) principal alternate who is not a VWIB member to represent that member at meetings. Such principal alternate may speak on behalf, but may not vote on behalf, of the absent member. The principal alternate's designation stands until the member writes to cancel the designation or to designate a different principal alternate.

Each member may designate in writing one (1) proxy who is also a VWIB member. Such proxy may vote on behalf of an absent member provided a quorum of members is present at the meeting. In the absence of a member, a colleague member designated as a proxy for voting purposes does not count as the presence of two members to establish the presence of a quorum. The proxy's designation stands until the member writes to cancel the designation or to designate a different proxy.

ARTICLE V
OFFICERS

SECTION 5.1 GENERAL

The officers of the Verdugo Workforce Investment Board shall be a Chairperson, a Private Sector Vice-Chairperson, a Public Sector Vice-Chairperson, and a Secretary. The Secretary shall be a non-voting *ex officio* member of the Board appointed by the CEO.

The Verdugo Workforce Investment Board may from time to time appoint such other officers with such titles, authority, and duties as it may designate.

SECTION 5.2 ELECTION OF OFFICERS

Except for the Secretary, the officers of the Verdugo Workforce Investment Board shall be chosen annually by the members without approval of the CEO, and shall be chosen from among the Board members. The CEO shall be notified in writing within ten (10) days of the election of any officer. The Chairperson must be a representative of private sector business.

SECTION 5.3 TERM OF OFFICE

Each officer shall serve for a period of one year or until a successor is elected. Officers are eligible for reelection to serve consecutive terms. No more than four consecutive terms may be served unless the Board waives this limit for a particular officer.

SECTION 5.4 DUTIES OF THE CHAIRPERSON

The Chairperson shall preside at all meetings and serve as Chairperson of the Executive Committee.

Except as otherwise expressly provided by law or by these Bylaws, the Chairperson shall, in the name of the Verdugo Workforce Investment Board, execute any instruments which may from time to time be authorized by the Board.

The Chairperson may appoint from time to time such temporary *ad hoc* committees as in his or her discretion the activities of the Board require, shall appoint a chairperson to convene each of such temporary *ad hoc* committees, and shall delegate to such committees such powers and duties as he or she may deem appropriate within the limitations prescribed by these Bylaws and otherwise by law.

SECTION 5.5 DUTIES OF VICE-CHAIRPERSONS

The Private Sector Vice-Chairperson shall perform all the duties of the Chairperson in his or her absence or in the event of his or her inability or refusal to act.

The Public Sector Vice-Chairperson shall perform all duties of the Chairperson in the absence or in the event of inability or refusal to act of the Private Sector Vice-Chairperson and the Chairperson.

Each Vice-Chairperson shall have all the powers of, and be subject to all the restrictions on, the Chairperson. The acting Vice-Chairperson shall have other powers and perform such other duties as may be prescribed by the Verdugo Workforce Investment Board.

SECTION 5.6 RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Chairperson. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Verdugo Workforce Investment Board or the City of Glendale under any contract to which the officer is a party.

SECTION 5.7 OFFICER VACANCIES

In the event of a vacancy during the term of an office, the Chairperson shall appoint an interim replacement, subject to approval of the full Board.

SECTION 5.8 COMPENSATION AND EXPENSES

Officers shall serve without compensation except as provided in Section 4.2 above.

ARTICLE VI
COMMITTEES**SECTION 6.1 GENERAL POWERS AND LIMITATIONS**

The Verdugo Workforce Investment Board shall appoint standing committees at any regular meeting. The Chairperson shall appoint temporary *ad hoc* committees as required.

A simple majority of a committee shall constitute a quorum. A simple majority vote of a quorum shall constitute committee action.

The Board may delegate decision-making authority to committees according to their purpose. All actions of any committee shall be advisory to the full Board, unless the full Board has expressly delegated final authority to a given committee.

SECTION 6.2 EXECUTIVE COMMITTEE

The Executive Committee, a standing committee, shall be comprised of the Chairperson, the two (2) Vice-Chairpersons, the Secretary, the chairpersons of other Board committees, and not more than four (4) private sector members-at-large from the Board appointed by the Chairperson, one of whom shall be a Former Chairperson if available. The members of the Executive Committee shall serve until their successors are duly qualified through election or appointment, as applicable.

The Executive Committee is empowered to act on behalf and with the full power of the Verdugo Workforce Investment Board in those instances where immediate action is deemed necessary but the situation is not of a magnitude or time is insufficient to call a special meeting of the full Board.

Powers of the Executive Committee specifically exclude:

- A. The amendment or repeal of the Bylaws or the adoption of new Bylaws.
- B. The amendment or repeal of any resolution of the Verdugo Workforce Investment Board which by its express terms is not so amendable or appealable.

The Executive Committee shall report all of its actions to the Verdugo Workforce Investment Board.

SECTION 6.3 VERDUGO YOUTH WORKFORCE COUNCIL

The Verdugo Youth Workforce Council shall be a standing committee that meets requirements for a Youth Council under the Workforce Investment Act of 1998. The VWIB shall select the members of the Council. Any Council members who have not been appointed to the VWIB shall be considered non-voting members of the VWIB. The chairperson of the Verdugo Youth Workforce Council must be a voting VWIB member who shall be elected by members of the Council from among those VWIB members who serve on the Council.

SECTION 6.4 AD HOC COMMITTEES

The Chairperson may appoint temporary *ad hoc* committees as necessary for performance of one-time projects or activities projected to require no more than twelve months' activity.

SECTION 6.5 NOMINATING COMMITTEE

The VWIB shall elect by vote Nominating Committee members for the annual election. Each Nominating Committee shall consist of three members and one alternate who shall serve only until the election for which it presented nominations has concluded. The Chair may not serve as a member of any Nominating Committee.

ARTICLE VII
STAFF SUPPORT

SECTION 7.1 DIRECTOR

Staff support is provided to the Verdugo Workforce Investment Board by the City of Glendale under provisions of the Joint Powers Agreement among the Cities of Burbank, Glendale and La Cañada Flintridge. The Director is appointed by the CEO. The Director shall:

- A. Direct and supervise day-to-day operations and affairs of the Verdugo Workforce Investment Board.
- B. Serve as the Secretary of the Board.
- C. Serve as a non-voting *ex-officio* member of the Board and of all committees.
- D. Advise the members on all aspects of and developments relating to the Board's objectives.
- E. Provide for program planning and development.

- F. Prepare a report on the Board's performance and activities at least annually.
- G. Perform such other duties as from time to time may be prescribed by the Chairperson or the Board with agreement of the CEO.

ARTICLE VIII
VOTING

SECTION 8.1 GENERAL

Each regular member of the Verdugo Workforce Investment Board, except non-voting members of the Verdugo Youth Workforce Council, shall have one vote. A majority vote of a quorum is needed to pass a motion. Each member may designate another voting Board member as a proxy to vote in his or her absence unless the subject is restricted by other Bylaws provisions. *Ex-officio* members of the Verdugo Workforce Investment Board are non-voting. The presiding Chairperson shall vote only to resolve a tie vote.

SECTION 8.2 NON-VOTING MEMBERS

Non-voting members shall not count in establishing a quorum at VWIB meetings, and they may not vote. Non-voting members may fully participate in all discussions with the same restrictions applied to voting members.

SECTION 8.3 QUORUM

The presence of forty percent (40%) of the voting members shall constitute a quorum for the transaction of business at any meeting. Every act or decision by a majority of the voting members present at a meeting duly held at which a quorum is present shall be regarded as an act by the members, unless a greater number is required by law. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of members to leave less than a quorum, if any action taken is approved by at least a majority of the required quorum for that meeting.

SECTION 8.4 ACTION IN ABSENCE OF A QUORUM

The Chairperson may entertain a motion to adjourn a meeting at which no quorum is present.

Only in a case where time is of the essence, may the Chairperson entertain a motion for action at a meeting at which no quorum is present. In such a case, votes identified by member name may be taken from those members present. Within forty-eight hours after the meeting, all absent voting members must be notified and their votes must be solicited. Votes identified by member name may be taken in writing from those absent members

within one week after the meeting. Provided that a majority of the total voting membership participates, approval of the action by a majority of the votes cast shall constitute final action. Such written documentation of votes shall be filed with the minutes of the proceedings of the Board.

SECTION 8.5 CONFLICT OF INTEREST

The Verdugo Workforce Investment Board shall adopt a conflict of interest and disclosure code in compliance with requirements established in the County of Los Angeles, California. At minimum this code shall provide that any member employed or in any way affiliated with an organization receiving or attempting to receive funding from the Verdugo Workforce Investment Board shall abstain from discussing or voting on any official action relating to that organization. In the event such a potential conflict of interest does arise, the member shall be required to disclose such interest, which shall be recorded in the official minutes prior to the vote. The conflict of interest and disclosure code shall also apply to members of the Verdugo Youth Workforce Council.

ARTICLE IX MEETINGS

SECTION 9.1 GENERAL

Meetings of the Verdugo Workforce Investment Board and its duly appointed standing committees shall be open to the public; however, participation shall be limited to members of the Board, its committees, or their designated representatives with the following exceptions:

- A. Regularly scheduled agenda items that call for reports of participation by non-members.
- B. At the discretion of the Chairperson or with the majority consent of members present, comment by non-members which is relevant to the matter under consideration.

Minutes of the proceedings shall be taken at all meetings of the Board and its duly appointed standing committees, be distributed to all members, and be made available to the public for review.

SECTION 9.2 REGULAR MEETINGS

Regular meetings of the Verdugo Workforce Investment Board shall be held at least quarterly and at such time, date, and place as the Chairperson designates. The Chairperson may call additional meetings as necessary.

Regular meetings of the Executive Committee shall be held no less than ten (10) times per year generally once per month, excluding any two (2) months selected by vote of Executive Committee members.

Regular meetings of the Verdugo Youth Workforce Council shall be held no less than two (2) times per year, but may be held more frequently as needed.

SECTION 9.3 SPECIAL MEETINGS

Special meetings of the Verdugo Workforce Investment Board may be called by the Chairperson or any two (2) members at such time, date, and place and only for the purpose(s) specified by the meeting notice.

SECTION 9.4 ADVANCE MEETING NOTICE

Advance notice of the time, date, place and general purpose for all meetings shall be given to each member, and to any other interested party who in writing has requested such advance notices, and shall be posted at public locations designated by the Board.

Advance notices for meetings of the Verdugo Workforce Investment Board and its duly appointed standing committees shall meet requirements of the Brown Act. Standing committees shall include the Executive Committee and the Verdugo Youth Workforce Council.

The official record of members, principal alternates, and proxies and the mailing list of other interested parties shall be maintained and used by the Director for such notices.

ARTICLE X
AMENDMENTS

SECTION 10.1 PROCEDURE

These Bylaws may be altered, amended or repealed and new Bylaws adopted by the vote of a majority of the voting members at any meeting of the Verdugo Workforce Investment Board, provided notice has been given at the previous meeting or thirty (30) day's written notice has been given to the membership.

ARTICLE XI
GENERAL PROVISIONS

SECTION 11.1 **PARLIAMENTARY PROCEDURES**

When parliamentary procedures are not covered by these Bylaws, the latest edition of *Robert's Rules of Order, Revised*, shall prevail.

SECTION 11.2 **PRECEDENCE**

Nothing in these Bylaws shall be construed to take precedence over federal, state, or local laws and regulations.

CERTIFICATIONS

I, the undersigned, certify that I am the presently elected Chairperson of the Verdugo Workforce Investment Board, and the above Bylaws consisting of twelve (12) pages are the Bylaws of the Verdugo Workforce Investment Board as adopted at a meeting of the Board members held _____.

Dulcie K. Kula
Chairperson

August 18, 2005
Date

I, the undersigned, certify that I am the presently the chief elected official as related to activities of the Verdugo Workforce Investment Board, and the above Bylaws consisting of twelve (12) pages have my approval.

Ref. W. U.
Chief Elected Official

8/23/05
Date

Attachment XV: Public Comments



WSD 16-07 ATTACHMENT 7

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 Section	Comment/Response
Section: B (ii) (d) Earn & Learn	Comment: <i>Add information about VWDBs “Operating Engineers Program”</i>
	Local Board Response: Information added to the Section: B (ii) (d) Earn & Learn, page 13.
Section: G (ix) Coordinating Services for English Language Learners	Comment: <i>Include Community Enhancement Services and ensure they are included in the referral system.</i>
	Local Board Response: Information included in the Section: G (ix) Coordinating Services for English Language Learners, page 31.
Section: Executive Summary	Comment: <i>Add information about Adults with Disabilities and developing programs/career pathways for this population</i>
	Local Board Response: Information added to Executive Summary, page vii.