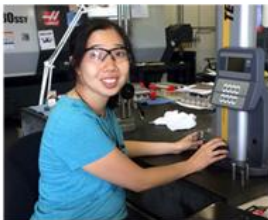


GlendaleLEARNS



THREE YEAR PLAN 2019 - 2022

Through collaboration, shared resources, career pathways, seamless services and innovation programs, all adult learners will have access to education leading to meaningful and gainful employment or civic engagement.

Section 1: Consortium Information

Glendale Local Education and Resource Network Services (GlendaleLEARNS)

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Glendale Community College District Regional Consortium was rebranded in 2016 as Glendale Local Area Education Network Services (GlendaleLEARNNS). Located between the San Fernando Valley and San Gabriel Valley, GlendaleLEARNNS serves the City of Glendale and surrounding communities. GlendaleLEARNNS consists of publicly appointed members that comprise the Board of Directors and nine key partners representing government, education, non-profit and business. Together, the members and partners implement adult education programs as allowed under AB 104, throughout the community integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement, in accordance with its mission to *“provide pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities.”*

As required in AB 104, GlendaleLEARNNS completes an Annual Plan each year, and a Three-Year Plan every three years. All members and partners participate in a comprehensive strategic planning process to develop the Three-Year Plan, and an adjusted process for each Annual Plan. The strategic planning process began with an extensive pre-planning assessment that includes an environmental scan to evaluate current demographics, labor force data and economic environment. A community needs assessment as well as a self-assessment were also conducted to gather as much information as possible to develop goals and strategies that accurately meet the targeted needs of students.

GlendaleLEARNNS partnered with the Verdugo Workforce Development Board to hold community and stakeholder forums to gather input and ideas to incorporate into the plan. Nine forums were held with a total of 124 participants. Results were directly used to develop goals, strategies and activities over the next three years. With a focus on priority populations of CalFresh recipients, Non-Custodial Parents, Reentry, Individuals with Disabilities and English Language Learners, GlendaleLEARNNS targets the two customer segments with the highest unemployment and poverty rates: Individuals with intellectual disabilities and developmental disabilities and English Language Learners.

Using results from the assessments conducted, GlendaleLEARNNS established four goals: 1) Develop Career Pathways for Priority Populations; 2) Implement Programs that Prepare Students for Entering Career Pathways and Subsequent Competitive Employment; 3) Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development; 4) Capitalize on opportunities to leverage resources with GlendaleLEARNNS partners. Logic Models were developed to delineate the strategies as well as performance measures that will be used to track progress and achievement of goals.



2.2 Organizational Profile

The Glendale Community College District Regional Consortium was rebranded in 2016 as Glendale Local Area Education Network Services (GlendaleLEARNNS). Located between the San Fernando Valley and San Gabriel Valley, GlendaleLEARNNS serves the City of Glendale and surrounding communities. GlendaleLEARNNS consists of publicly appointed members that comprise the Board of Directors and community partners representing government, education, non-profit and business. Together, the members and partners implement adult education throughout the community integrating workforce and education in the process to provide seamless services that assist students in attaining employment or civic engagement.

Governance

Three members comprise the Board of Directors: Glendale Community College (GCC), Verdugo Workforce Development Board (VWDB), and Glendale Unified School District (GUSD). Each member was appointed by their respective Board of Trustees, Verdugo Workforce Development Board and Board of Education, all who are either publicly appointed or elected members of their respective Boards. The GlendaleLEARNNS Board of Directors are also appointed in a public meeting. All action items and minutes are retained by GlendaleLEARNNS to confirm the members' public appointment. As a publicly appointed Board of Directors, all GlendaleLEARNNS' meetings and decisions follow the requirements of the Brown Act. Therefore, all decisions are made once quorum is confirmed and approved by the majority of the members present, with each member having one vote. The members have established by-laws to guide their governance and Memorandum of Understand (MOU) to document their commitment to partnership. The MOUs are signed each program year while by-laws are reviewed and updated as needed.

Daily operations of CAEP are managed by one Director, Dr. Alfred Ramirez, who is also the Administrative Dean for GCC Continuing and Community Education. The GlendaleLEARNNS Coordinator reports to the Director and coordinates programs and activities funded by CAEP to ensure goals and strategies are met. The Coordinator is also staff to the VWDB to promote the integration of workforce and education across the Consortium and coordinates CAEP across the partners.

Fiscal Agent

The GCC was selected as the fiscal agent for GlendaleLEARNNS by unanimous vote from the members when the consortium was established in 2014. GCC is the recipient of the grant funds for the California Adult Education Program (CAEP) and allocates funds to the members using a contractual agreement as required by the members' administrative entities. Although there are three members, only GCC and VWDB provide adult education programs that are eligible for

funding. Therefore, GUSD does not receive an allocation; however, retains all voting rights as a member of the Board of Directors. Allocations are documented in the Consortium Fiscal Administration Declaration (CFAD), approved by the members in a public meeting for transparency, and submitted to the state via the NOVA system.

Funded Programs Under CAEP

Regulations for CAEP are stipulated in Assembly Bill (AB) 104 and include the seven programs that are allowable using apportioned funds. These seven programs are as follows:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, English as a Second Language (ESL), and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs in career technical education that are short term in nature with high employment potential.
6. Programs for adult with disabilities.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs.

In order to ensure regulatory requirements are met, GlendaleLEARNNS only provides services within the seven programs funded by CAEP. Services outside of the seven areas are funded through other sources including partners to leverage resources.

Partners

Partners are community organizations that represent key stakeholders and are critical to the implementation of the GlendaleLEARNNS Three Year and Annual Plans. All partners sign an MOU

each program year to confirm their commitment to partner and provide joint services to students. In addition to the three members, current MOU partners include:

1. Armenian Relief Society (ARS)
2. Foothill Special Education Local Planning Area (SELPA)
3. Glendale Communitas Initiative (Communitas)
4. Glendale Library Arts & Culture
5. Glendale Youth Alliance (GYA)
6. International Rescue Committee (IRC)
7. Lanterman Regional Center (Lanterman)
8. State of California Employment Development Department (EDD)
9. State of California Department of Rehabilitation (DOR)

Partners participate in monthly meetings to share information, track progress against strategic goals and strategies, contribute to Annual and Three-Year Plans, and participate in the implementation of programs and services. Committees or teams are established to address specific goals and strategies or to implement specific programs and services. Action plans are used to organize committee activities and track progress towards milestones and deadlines. Current existing committees consist of:

- English as a Second Language
- Career Pathways
- Programs for Adults with Disabilities
- Marketing and Communications
- Professional Development

An annual review of the committees and Action Plans is conducted during the Annual Plan development process with adjustments made to the Plans as needed. An additional review will occur in July 2019 in order to re-align Action Plans to the new Three-Year Plan.

Operating Principles

Operating principles serve as the foundation for the development of goals, strategies, Annual and Three-Year Plans as well as an overall guide in daily operations. They are reviewed annually during the Annual Planning process and updates as needed. Operating principles include: Vision, Mission, Values and Priorities.

Vision

Through collaboration, shared resources, career pathways, seamless services and innovation programs, all adult learners will have access to education leading to meaningful and gainful employment or civic engagement.

Mission

GlendaleLEARNs, a collaboration of community partners, provides pathways to skills acquisition and education leading to meaningful employment or civic engagement for individuals of all abilities

Values

Honesty ♦ Integrity ♦ Transparency ♦ Collaboration ♦
Acceptance of Individual Differences

Priorities

- Increase Access to Adult Education
- Continue to Create Career Pathways that Lead to Gainful Employment
- Continue to Create Programs for Adults with Disabilities
- Contextualize ESL & Integrate in Career Pathways
- Develop Capacity and Capabilities of Faculty and Staff
- Increase Public Awareness of Adult Education Opportunities

Strategic Planning Process

To develop the 2019-2022 Three Year Plan, a systematic approach was implemented with extensive data used for fact-based analysis and development of the strategic direction over the next three years. The strategic planning process began with an environmental scan to understand the local community, labor market and economic environment. Data sets included demographics and economic such as population, median income, educational attainment, poverty levels, and language usage. Labor market information includes industry and occupation employment, unemployment rates, and labor force data. The environmental scan allows partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested.

A comprehensive pre-planning assessment was also used comprised of the following assessments:

- Consortium and member capacity
- Key partners capacity and capabilities
- Alignment to other adult education plans

- Community need and customer assessment
- Consortium self-assessment

GlendaleLEARNs partnered with VWDB to conduct its community needs assessment. The VWDB launched its own planning process to modify its Local Workforce Development Plan to meet its own requirements stipulated in the Workforce Innovation and Opportunity Act (WIOA). The advantage of having integrated staff played a key role in the planning process with the GlendaleLEARNs Coordinator facilitating community and stakeholder forums for the WIOA and CAEP plans. The Coordinator also facilitated one Regional Plan Stakeholder Forum and GlendaleLEARNs partners participated in local and regional forums to provide input as well as to listen to the voice of stakeholders, students and consumers of workforce and adult education services. The Coordinator also authored the VWDB's Local Plan Modification as well as the GlendaleLEARNs Three-Year Plan to ensure alignment across the plans. The VWDB's Local Plan Modification was aligned to the following plans:

- California Workforce Development Board's (CWDB) Unified Strategic Workforce Development Plan and Modified Plan
- Competitive Integrated Employment Blueprint & Local Partnership Agreement (LPA) with Glendale Unified School District
- Los Angeles County Refugee Service Plan
- CalFresh Employment and Training State Plan
- CWDB's Prison to Employment Initiative.

Aligning the GlendaleLEARNs Three Year Plan to the VWDB's Local Plan Modification, also ensures alignment with the aforementioned plans. The VWDB's Local Plan Modification focused on four priority populations as follows: Individuals with intellectual disabilities and development disabilities (ID/DD), English Language Learners (ELL), CalFresh recipients, and Non-Custodial Parents. The Regional Modified Plan identified the Reentry and justice involved individuals as a priority population. GlendaleLEARNs will continue to focus on individuals with disabilities, targeting those with ID/DD and ELL, many of which are also members of the other priority populations: CalFresh, Non-Custodial Parents, and Reentry. Therefore, GlendaleLEARNs partnered with VWDB in facilitating the forums that focused on all four customer segments.

A self-assessment was also conducted using a tool provided by the State's CAEP office. Partners completed the self-assessment individually and participated in a consensus process to assign overall scores. Using the data gathered from environmental scan, self-assessment results and stakeholder forums, partners reviewed the Annual Plan for the most recent goals and strategies and conducted an assessment of the strengths, weaknesses, opportunities, and threats (SWOT). GlendaleLEARNs performs the SWOT analysis to help identify potential blind spots as well as strategic challenges and gaps that need to be addressed through goals and strategies.

Using the results of the SWOT analysis, the partners then reviewed the operating principles, including the vision, mission, and values, and revised them as needed to keep them current with community needs and direction. The results were also used to develop a set of goals and strategies to address the needs and gaps while advancing efforts towards the revised GlendaleLEARNNS' Vision and Mission.

Using the results of the SWOT, revised operating principles, and new goals and strategies, the partners conducted a community asset analysis and developed an asset map for serving the two priority populations: individuals with disabilities and ELL. The partners also used all results including the community asset map to develop its Logic Models for its goals and strategies which provides a framework for action plans that will be implemented throughout the year. The Logic Models also requires the partners to identify activities needed to accomplish the goals and strategies and assign short- and long-term performance measures. Using the Logic Model instrument to delineate its goals, also allowed the partners to test the viability of its goals and strategies prior to implementation.

2.3 Pre-Planning Assessment

Consortium and Member Capacity

The GlendaleLEARNNS partners conducted several assessments in order to evaluate currently available resources, including member and partner capacity available throughout the region. Assessments were used to identify the levels and types of education and workforce programs and services for adults in the region and funding available for adult education services. The first assessment delineates Regional Service Providers (Table 1), the types of services provided, their location and any of the eight adult education program areas. In addition, GlendaleLEARNNS partners identified services and resources that support the service providers. For example, VWDB does not provide direct services to students or job seekers; however, brings administrative support by providing data and reports, additional grant funds, strategic planning capabilities, project and grant management expertise, and in-kind supports. Direct WIOA Title I services are not provided by the VWDB; they are provided by the Verdugo Jobs Center (VJC), which is the local America's Job Center of California (AJCC). The Regional Service Providers include all GlendaleLEARNNS partners, members, and WIOA mandated partners which are connected to GlendaleLEARNNS through the WIOA required MOU and the quarterly meetings held to coordinate services and implement strategies defined in the MOU.

Key Partners

Key partners are included in the Regional Service Provider matrix (Table 1) and, along with WIOA partners, are also included the assessment results for Funding for Adult Education Programs and

Services (Table 2), although they are identified by their funding sources. This matrix includes the source and type of funds and the funding expenditure projected for 2019-2020. Expenditure projections are based on expenditure reports submitted for CAEP via the NOVA system for GlendaleLEARNNS members and the WIOA Phase II MOU for the other key partners. Projections for program years 2020-2021 and 2021-2022 are more difficult to project because they are reliant on economic, regulatory and administration changes. GlendaleLEARNNS is projecting that funding, at minimum, will remain the same as the baseline year, 2018-2019; however, as a living document, the Three-Year Plan and Table 2 will be adjusted as information is received regarding funding. For example, initial funding report for CAEP included the Cost of Living (COLA) increase; however, a follow up report reduced this amount, resulting in a change in budget planning and reporting and the CFAD.

Alignment of Adult Education with Other Plans

The integration of workforce and education in the region and using a VWDB staff member as the GlendaleLEARNNS Coordinator, which facilitates planning activities for both programs, ensures that activities and plans are fully aligned. As described in Section 2.2, the VWDB's Local Plan Modification is aligned with several county and state plans and initiatives; aligning the CAEP Three-Year Plan with the VWDB Local Plan, also aligns the CAEP Plan with the same plans. Alignment is also demonstrated through the Regional Service Provider matrix (Table 1) and the Funding for Adult Education Programs and Services (Table 2) which includes all CAEP and WIOA partners in the region.

Community Needs Assessment

To further demonstrate alignment, the GlendaleLEARNNS Coordinator planned and facilitated the community and stakeholder forums used to gather input for the WIOA Local Plan Modification and CAEP Three-Year Plans. The Coordinator worked with the VWDB Executive Director and staff to implement a comprehensive outreach strategy in order to gather input from partners and stakeholders, including customers of the local workforce development and adult education system. The purpose of the outreach strategy was to engage as many partners and stakeholders in a series of community forums and meetings established to gather input for the development of the plans. The VWDB used a comprehensive contact list, to outreach via telephone; email; public notices; and social media including website postings, LinkedIn and Instagram.

▪ **Community Forums**

A total of five community forums were scheduled during the months of October through November 2018. One forum was dedicated to each of the priority customer segments: CalFresh Recipients, Individuals with ID/DD, ELL and Non-Custodial Parents. An additional community forum was held in the evening of November 15th to accommodate stakeholders who could not

attend a forum during regular business hours. The evening session allowed participants the opportunity to provide input on all the customer segments and was not focused on one specific segment as the others were.

In addition to these forums, the VWDB used its October quarterly public meeting to gather input from local business, including members of the VWDB, as well as the community members that attend these meetings. The quarterly WIOA MOU Partner Meeting, a public meeting, was also used to gather input from partners on serving the four customer segments. Two CAEP monthly meetings, also public meetings, were used to gather input from the GlendaleLEARNs Consortium partners who also serve the four customer segments. While forums also occurred throughout the region which GlendaleLEARNs partners attended, local forums were needed to address the specific needs of the Verdugo and GlendaleLEARNs communities. Moreover, local partners needed to provide specific input on how they could work together to provide services to the specific populations in the implementation of the two plans.

▪ ***Brown Act Requirement***

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

- ***Websites:*** Notices were posted on several websites, 72-hours in advance of meetings including: VWDB, City of Glendale Community Services & Parks, GlendaleLEARNs, EventBrite, VJC, and LinkedIn/VJC. The list of forum dates was also submitted to EDD which in turn, was included in the CWDB website as well as the statewide CAEP website.
- ***Newspapers:*** Notices were posted in three newspapers: Burbank Leader, Glendale News Press, and La Cañada Valley Sun. The announcement flyer which listed all forums was used providing more than a 72-hour notice for all the forums.
- ***Newsletter:*** Notices were included in the City of Glendale's Community Services & Parks Newsletters in October and November. These newsletters are sent to all City employees.
- ***Public Postings:*** Public postings were accomplished at the local level as well as statewide:
 - ***Statewide:*** A notice, including a list of all community forums was submitted to the CWDB and publicly posted on its website statewide. Statewide notification was also accomplished through the CAEP website and email notice from the Chancellor's Representative leading CAEP, Neil Kelly.
 - ***Local:*** As the only AJCC in the Verdugo Consortium, notices were posted in the lobby of the VJC. The VWDB staff, GCC ESL faculty and GlendaleLEARNs Coordinator are co-located in the VJC and share the same lobby. Notices were also posted in the public lobbies of each of the three cities.

▪ **Attendees**

All attendance sheets are maintained to document the stakeholders represented and number of participants in each forum. A total of 124 stakeholders participated in the forums representing education, government, non-profit, labor, and business organizations as well as students and parents for those that have conservatorships.

▪ **Results of Forums & Meetings**

A series of questions were used to generate conversation and ideas in addressing the needs of the four priority populations:

- Which partners are we missing?
- How can we outreach and recruit the priority populations (individuals with ID/DD, ELL, CalFresh, and Non-Custodial Parents)?
- What barriers or challenges can we expect?
- How can we increase career pathway opportunities?
- How can we work together to increase business engagement?
- What support services will they need?
- How else can we ensure program retention?

Questions posed to businesses participating in the business engagement forum consisted of the following:

- What apprehensions or concerns might employers have when hiring individuals with disabilities, in particular ID/DD and ELL?
- How can we prepare students to address these concerns?
- How can we better engage employers to address these concerns so they will hire these students?

Comments, input, ideas and overall feedback were documented as the Community Needs Assessment through minutes and flipcharts. Flipcharts and minutes were then converted to Word documents which were used in the Local Plan Modification and then used in the assessment and SWOT for the CAEP Three-Year Plan.

Consortium Self-Assessment

The final pre-planning assessment conducted in the strategic planning process was the Self-Assessment conducted by the GlendaleLEARNs members and partners. The Consortium Program

Quality Self-Assessment Tool is designed to provide consortia with a way to begin important conversations about the quality of its collaboration and impact within the GlendaleLEARNs communities. The purpose of the tool is for consortia to use a self-directed quality improvement process that allows consortium agencies to work collaboratively to assess their strengths and weakness, and develop strategies to enhance policies, procedures and practices accordingly.

The tool is intended to be used as an internal evaluation tool to promote honest, open conversations with key stakeholders through meaningful conversations that will assist consortia in creating a path to better manage themselves and serve students more effectively and efficiently. The tool is based on concepts introduced by Completion by Design's Loss-Momentum Framework and developed under the aegis of the state CAEP office and an established Member Effectiveness Field Team, which includes members of local consortia. The tool was created with input from practitioners and experts in adult education and focused on the following quality indicators for self-assessment:

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

Each quality indicator consisted of a minimum of five elements to assess within each indicator for a total of 36 elements using a rating scale of 1 – 5. The rating scale is defined as follows:

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

In order to complete the comprehensive self-assessment, GlendaleLEARNs dedicated two of its monthly meetings to conduct the assessment. The first meeting allowed members and partners to complete the tool on an individual basis as a confidential process for the most honest responses. The tool was also completed during the meeting to ensure maximum participation from the members and partners. The completion and return rate would have been significantly

lower if the tool had been e-mailed to the members and partners, expecting them to complete individually within their own busy schedules.

Once the individual rating was complete, the second meeting was dedicated to conducting a group consensus process. The GlendaleLEARNNS Coordinator facilitated the consensus process with the group discussing their scores and the reasons for their scores based on their own experiences and observations. The group consensed on the rating for each element and the Coordinator documented strengths as well as the opportunities for improvement.

The consensus results demonstrated that the members and partners recognized the overall accomplishments of GlendaleLEARNNS and the leadership within the workforce and education system in: strategic co-enrollment of students in multiple partner programs; a universal application, intake, and enrollment process that facilitates co-enrollment across partners; implementation of Student Success Team that allows partners to co-case manage in a systematic manner; and capitalizing on partner expertise in services such as business engagement and job placement. As a result, the majority of the elements rated a score of “4” or “5”. There were three areas that scored below a “4” which the members and partners agreed to address in its goals and strategies:

- GlendaleLEARNNS should focus on its professional development efforts to ensure that all member and partner staff and faculty have the knowledge and skills needed to serve its priority populations including ELL and individuals with ID/DD.
- Included in its professional development efforts, GlendaleLEARNNS should develop tools and materials that can be used to train current and new staff and faculty in CAEP, as well as GlendaleLEARNNS overall. A CAEP orientation, for example, should be developed and available on the website for easy access.
- A systematic approach should be developed and implemented that ensures all co-enrollment partners share their respective career plans. The universal strategic co-enrollment process currently requires the workforce partners to share their service and career plans; however, this process does not include the career plans developed by the education partners, including GCC’s adult ed. The new process will include these career plans as well as any other partner that is co-enrolling students. GlendaleLEARNNS will also continue to support the VWDB in its efforts to attain the authorization from the state EDD office to provide access to the CalJOBS system by co-enrolling partners. With this capability, partners will be able to access workforce development Individual Employment Plans, case narratives, program enrollments across partners, and job placement information.

The three findings based on the assessment results, were incorporated into the goals, strategies and activities as detailed in the Logic Models (Figures 3 – 6) and are expected to be addressed over the next three years.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Glendale Community College	Education	1122 E. Garfield & 1255 S. Central Ave, Glendale	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GCC is the adult education provider for the region
Verdugo Workforce Development Board	WIOA Title I	1255 S. Central Ave Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides data & reports for labor market, economic & educational environment; strategic planning, project management, grant management, grant writing for additional resources, partner development and coordination
Verdugo Jobs Center	WIOA Title I	1255 S. Central Ave, 1122 E. Garfield, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides Basic & Individualized Career Services; tuition payments, Job placement services including paid work experience and OJT salary reimbursements, apprenticeships
Glendale Unified School District	K-12 Education	223 N. Jackson Street, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refers students to ABE/ASE for credit recovery or transition into post-secondary or higher ed
Department of Rehabilitation	WIOA Title IV	1255 S. Central Ave, 1122 E. Garfield, 425 W Broadway #200, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides tuition payments, career assessments, job placement services including paid work experience and OJT, job coaching
Lanterman Regional Center	Non-Profit	3303 Wilshire Blvd, Los Angeles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In-class supports, tutoring, career assessments, job placement

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
International Rescue Committee	Non-Profit	625 N. Maryland, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides ESL, citizenship, acculturation, resettlement services, immigration legal services
Employment Development Department	WIOA Title III	1255 S. Central Ave, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job matching, work readiness workshops
Glendale Library Arts & Culture	Government	222 E. Harvard St, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Citizenship workshops, digital literacy in English, Armenian, Spanish
Foothill SELPA	Education	223 N. Jackson Street, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referrals of transitioning students and parents to programs; outreach, information dissemination of program & service information
Glendale Youth Alliance	Non-Profit	1255 S. Central Ave, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Services to young adults ages 18-24: work readiness, paid work experience, job placement; referrals to ABE/ASE/ESL, career pathways
Glendale Communitas	Non-Profit	350 N. Glendale Ave, Glendale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Financial literacy, counseling for economically disadvantaged individuals, referrals to ABE/ASE/ESL, career pathways, workforce development services

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Friends Outside, Second Chance	Non-Profit	261 E Colorado Blvd Ste. 217, Pasadena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counseling, work readiness, job placement assistance; referrals to ABE/ASE/ESL, career pathways; referrals to community resources
LA County DPSS	Government	1819 Charlie Sifford Dr, Los Angeles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Public assistance (CalFresh, General Relief, TANF) to support students and families; work readiness, job search assistance for CalWorks
LA County Department of Workforce Development, Aging, Community Services	Government	3175 W 6th St, Los Angeles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work readiness, paid work experience, transitional subsidized employment, job placement services for Older Workers (Title V, SCSEP), and economically disadvantaged (HUD, CSBG)

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$1,0961,76.00	\$1,0961,76.00	\$1,0961,76.00
CalWORKs	\$ 631,497.00	\$ 631,497.00	\$ 631,497.00
CCD Apportionment	\$6,736,061.00	\$6,736,061.00	\$6,736,061.00
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$ 841,263.00	\$ 841,263.00	\$ 841,263.00
Other			
In-Kind Contributions (City of Glendale)	\$ 970,720.00	\$ 970,720.00	\$ 970,720.00
GYA / WEX	\$ 10,364.00	\$ 10,364.00	\$ 10,364.00
WIOA Title I: AD, DW, OSY	\$1,768,443.00	\$1,768,443.00	\$1,768,443.00
EDD: WIOA Title III, TAA, UI, JVSG	\$2,419,308.00	\$2,419,308.00	\$2,419,308.00
WIOA Title IV	\$2,748,937.00	\$2,748,937.00	\$2,748,937.00
TANF	\$1,118,285.00	\$1,118,285.00	\$1,118,285.00
Title V Older Workers	\$ 102,000.00	\$ 102,000.00	\$ 102,000.00
CSBG	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
HUD	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00
Second Chance	\$ 30,960.00	\$ 30,960.00	\$ 30,960.00
Total	\$17,421,838.00	\$17,421,838.00	\$17,421,838.00

2.4 Community Need and Customers

The GlendaleLEARN Coordinator, in her role as staff to the VWDB, conducted the environmental scan which aggregated and analyzed data used to assess community needs, including the specific profile and needs of customers. The advantage of using the VWDB to conduct the assessment is that the organization has access to data sets that are not available to the general public. The environmental scan focused on the demographics and data relative to the four customer segments identified as priority populations: CalFresh, Non-Custodial Parents, individuals with ID/DD and ELL. While GlendaleLEARN targets the individuals with ID/DD and ELL, members and partners also recognize that many of these students also fall under the other two segments of CalFresh and Non-Custodial Parents. Further, the scan includes an examination of the region's Reentry population which remains a focus of the Los Angeles Basin Regional Planning Unit (LABRPU) which consists of the seven workforce boards, including Verdugo, located in the City of Glendale.

Population Overview & Needs Assessment for People Receiving CalFresh

The overall population for the City of Glendale is 203,054 residents recorded as of July 1, 2017, and the average median income records at \$58,657 (Table 3). The overall average poverty rate for Glendale is 15.6% while the overall Los Angeles (LA) County rate is at 17%¹. These data demonstrate that significant poverty remains in the City of Glendale.

Table 3: Population, Income & Poverty Rates

Demographic	Glendale
Population	203,054
Median Income	\$ 58,657
Poverty Levels	15.6%

▪ **Size & Characteristics of CalFresh Recipients**

The total number of Glendale residents living below the poverty level is 31,676; however, only 6,146 are receiving CalFresh, representing 8.4% of the poverty population² (Table 4). These data indicate that 25,530 residents living below poverty level are not receiving CalFresh assistance, even though they may be eligible.

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

² *Ibid, Selected Economics Characteristics*.

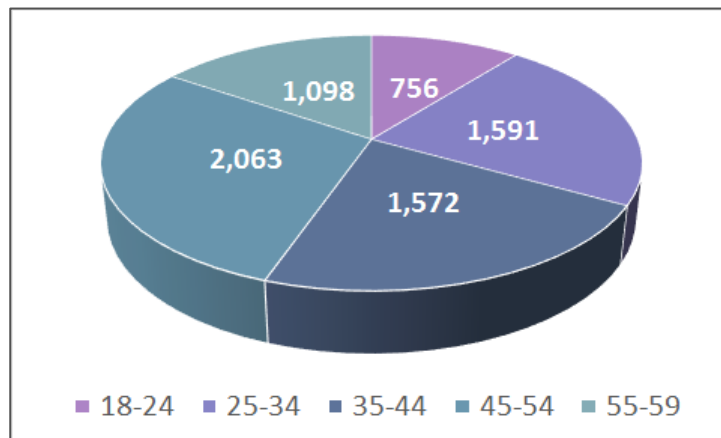
Table 4: City of Glendale: Poverty Levels

Demographic	Glendale
Number Below Poverty Level	31,676
Number Receiving SNAP/CalFresh	6,146
Percent of Poverty Receiving CalFresh	8.4%

Data provided by LA County Department of Public Social Services (DPSS) are available for workforce development areas that are served by their respective local workforce board. The Verdugo Workforce Development Area, served by the VWDB, consists of three cities: Burbank, Glendale, and La Cañada Flintridge. The tri-city region was formed as a consortium using a Joint

Powers Agreement (JPA) with the City of Glendale appointed as the administrative entity. Data are often made available by agencies for the Verdugo Consortium of the three cities as opposed to individual city data. However, even consortium data is more accurate to the local level as opposed to LA County data. Moreover, workforce and adult education services are not only provided to Glendale residents but also to surrounding communities which include Burbank and La Cañada Flintridge.

Figure 1: Verdugo CalFresh Recipients by Age



According to the most recent data provided by DPSS, the number of Verdugo residents receiving CalFresh declined slightly to 7,080 since the 2017 number of 7,935 recorded in American FactFinder. Based on the data provided by DPSS, 3,370 (48%) of the recipients are female and 3,710 (52%) are male. The age breakdown is depicted in Figure 1, Verdugo CalFresh Recipients by Age. As shown, the age range that records the greatest number of CalFresh Recipients is the 45-54 range recording 2,063 (29%) with 25-34 recording 1,591 (22%) and 35-44 range following at 1,572 recipients (22%). Other data from DPSS showing the demographics of the Verdugo recipients are shown in Table 5. A total of 2,398 are recorded as ELL, representing 34% of recipients and 169 individuals are recorded as reentry, representing 2% of the recipients. With an overall poverty rate of 10% for the Verdugo Consortium, and 15.6% poverty rate for Glendale, the number of CalFresh recipients remains significantly below the number of residents living at or below the poverty level.

Table 5: Demographics of Verdugo Residents Receiving CalFresh

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

▪ **Assess Types of Workforce Services Needs**

Based on the input gathered in the public forums from partners, and stakeholders, including customers, the following workforce service needs were identified:

1. Should implement an easier way for customers to navigate through programs and services.
2. All services should lead to a job.
3. Improve marketing with a campaign on a large scale so that customers know about the services available.
4. Supportive service needs should be addressed including: childcare, transportation, interview clothes, counseling and mental health services.
5. Emotional Intelligence training and work readiness preparation are needed so they gain the competencies to attain employment and of working effectively in organizations, team environment, problem solving, negotiation skills, as well as financial literacy.
6. Career pathways linked to direct employment that offer the competitive wages needed to reduce dependency on public assistance.
7. ABE/ASE/ESL incorporated in contextual career pathways to bridge education and literacy gaps.
8. Career opportunities that allow and encourage continued education and skill gains to support career progression and upward mobility.

▪ **Employment Barriers:**

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

1. Many are homeless or couch surfing, and have no forms of transportation or money to pay for public transportation and/or reliable childcare.
2. Many have multiple barriers (e.g. language & literacy, undiagnosed disabilities).

3. Desperation regarding food security.
4. Concern about how signing up for different programs will impact their current benefits.
5. Inability to access applications, services, information that is online due to technology barriers.
6. Participants do not want to provide personal information or fill out more paperwork.

▪ ***Facilitate Information Sharing Across Partners***

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

▪ ***Addressing the Workforce Needs:***

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

Population Overview for Non-Custodial Parents

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

Table 6: LABRPU Non-Custodial Parent Population

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

Table 7: LABRPU Non-Custodial Parent Population by Workforce Board

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

Table 8: LABRPU Non-Custodial Parent Population by Age

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

Table 9: Verdugo Non-Custodial Parent Population Age Range

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

Table 10: Verdugo Non-Custodial Parent Ethnicity

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

Table 11: Estimates for Verdugo Non-Custodial Population

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

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

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

▪ ***Estimates for Verdugo Non-Custodial Population***

Data from DCSS records 1,496 Non-Custodial Parents residing in the tri-city Verdugo Consortium (Table 7). As one of the smallest workforce boards in the LABRPU, Verdugo records the least number of Non-Custodial Parent populations. However, these data only represent Non-Custodial Parents that have cases with DCSS and do not include the entire population. Non-Custodial Parents who do not have open cases may exist regardless of whether they are paying child support. To consider the potential Non-Custodial Parent population in the Verdugo Consortium, Table 11 shows the total number of households with a single lead is 15,293, for households with children under the age of 18. While these numbers do not confirm the number of Non-Custodial Parents, they provide an indicator that the actual number of these parents, may be higher than the 1,496 that have open cases with DCSS. A total of 10,761 of these households have at least one child that are biological, step or adopted, while 1,761 represent grandparents caring for their grandchildren. A total of 858 of these households represent relatives, other than parents, caring for children and 62 of these are foster or unrelated children, further indicating that a Non-Custodial Parent may exist³.

- ***Areas of High Concentration:*** Data provided by DCSS shows that LA County has the highest concentration of Non-Custodial Parents at 48,182 while the City of LA has 39,061, together accounting for 78% of the region's population for this customer segment. These significant numbers support the LABRPU's plans and efforts for a regional strategy to outreach and serve this population.
- ***Unemployment Rate:*** Based on the data provided by DCSS, 644 Non-Custodial Parents residing in the Verdugo LWDA are unemployed, representing 43% of the 1,496 total Verdugo Non-Custodial Parents, demonstrating that this is a population in need of services in order to contribute to the support of their children.
- ***Ex-Offenders:*** Ex-offender data recorded 125 individuals for VWDB, representing 8% of the 1,496 of the non-custodial population. To understand the prospective population, the CA Department of Corrections and Rehabilitation (CDCR) provided data to the LABRPU for the overall ex-offender population, many of which are Non-Custodial Parents. According to CDCR, the annual average number of adult offenders released to Parole Supervision is 5,862 and 4,847 are released to Probation for a total of 10,709 released offenders in LABRPU, accounting for almost 30% of the statewide annual average release of 36,373.

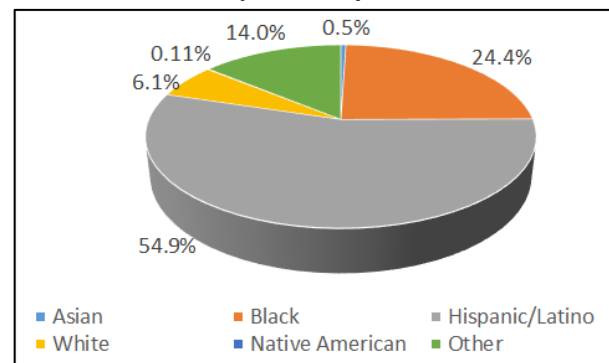
³ *Selected Social Characteristics, 2013-2017 American Community Survey 5-Year Estimates.* American FactFinder, U.S. Census Bureau.

Table 12: Ages of Released Population

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

The released population is comprised of 81% male and 19% female. Age range data show that the greatest number of released population are 25-29 years of age at 18.1%, with 97% within working age, representing 10,388 potential job seekers, and include Non-Custodial Parents (Table 12). The average age for males is 38.2 years and 37.6 for females, demonstrating little difference in age for both genders. According to CDCR, 30% of supervised population has a mental health designation with 23% of in Correctional Clinical Case Management System (CCCMS) and 7% in Enhanced Outpatient Program. Therefore, for those ex-offenders that are also Non-Custodial Parents, are also likely to have a mental health designation.

Figure 2: LABRPU Non-Custodial Parent Population by Race



- **Demographic Data:** According to DCSS, the racial breakdown for Non-Custodial Parents residing in LABRPU show that more than half report themselves as Hispanic/Latino, which comprises the largest portion of this population. The Native American Non-Custodial Parents is the smallest group recording at .11% and the Asian population recording at .5% (Figure 2).

▪ **Service Coordination for Non-Custodial Parents**

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

custodial parents. The goal is to expand the ARS throughout the LABRPU to facilitate access to services for Non-Custodial Parents throughout the region.

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

▪ **Barriers & Other Existing Resources**

Several barriers that are unique to Non-Custodial Parents (Table 13) were identified by partners and stakeholders through the forums and meetings. Existing resources to provide supportive services include WIOA (all Titles), CAEP, Strong Workforce Program (SWP), private sources from non-profit foundations and donations, Community Based Organizations, and DCSS. Expanding the VWDB's universal strategic co-enrollment system facilitates access to services for special populations and expedites supportive services to participants. The Student Success Team identifies and coordinates the provision of the services, regardless of which partner will fund. The Student Success Team works together to identify resources and ensures that all students have the services they need.

Table 13: Non-Custodial Parents: Barriers to Employment

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

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

via phone, text, and email in order to track student progress, identify emerging barriers and coordinate services that are needed.

Several efforts are underway at the state level to identify a universal case management system and access to information across partners. VWDB staff actively participate in these efforts, including the Strategic Co-Enrollment Policy Group. Because the VWDB staff is also the GlendaleLEARNNS Coordinator, she has access to CAEP data from TopsPro and Launchboard which also facilitates sharing of needed information across partners. Authorization to release information, including Family Educational Rights and Privacy Act of 1974 (FERPA) are maintained on file to share information across partners. The VWDB is also in the process of developing a customized MOU for its universal strategic co-enrollment system that details the co-enrollment process, sharing of information and confidentiality agreements, as well as other key issues identified by the partners.

Demographics for Individuals with ID/DD

The civilian labor force in LA for people with disabilities of working age (18 - 64 years of age) is comprised of 186,655 individuals. The overall unemployment rate is 12.48%⁴ more than three times the unemployment rate for individuals without disabilities in the state and nation, recording at 4.0%⁵ and 3.7%⁶ respectfully, and Glendale at 4.1% for the same reporting period. However, people with cognitive disabilities record a 21% unemployment rate, almost double the rate for those without cognitive disabilities. Moreover, 266,224 individuals with disabilities of working age are not in the labor force with almost half, 130,114, being individuals with cognitive disabilities⁷. Based on GlendaleLEARNNS' experience in working with this underserved population, many do not enter the workforce because of the lack of services and opportunities available for this customer segment.

These profound numbers, including unemployment rates, indicate that these individuals are not accessing workforce development services to meet their needs, making them a priority of service for the VWDB and GlendaleLEARNNS. Because the VWDB is only one of two WDBs that currently has career pathways in LA for individuals with ID/DD, the approach to serve this population has been a regional effort since its first cohort in 2015 with its Verdugo Computer Numerical Control (CNC) Machinist Academy (formerly known as Uniquely Abled Academy). The Academy was developed and implemented by GlendaleLEARNNS members and partners: GCC, VWDB, VJC, DOR, and Lanterman. It is recognized throughout the state as a best practice in serving individuals with

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

⁵ Monthly Labor Force Data for Counties. State of California Employment Development Department, Labor Market Information Division. May 17, 2019.

⁶ Ibid.

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

Autism Spectrum Disorders (ASD) and moving them into employment in the manufacturing industry, earning competitive wages that are comparable to their peers without disabilities.

Locally, the Verdugo Consortium is home to 15,976 individuals of working age (18-64 years) with disabilities (Table 14) and the majority of these individuals (10,778) residing in Glendale. Of this total, 771 are veterans with service-connected disabilities. While 4,714 individuals with disabilities are in the labor force, 11,262 are not⁸. Although there could be many reasons why 70% of working age individuals with ID/DD are not in the labor force, GlendaleLEARNs has learned that many are not because they do not believe there are employment opportunities for them and are not familiar with services available to train and assist them.

Table 14: Labor Force Status with Disabilities

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

Table 15: Unemployment Comparison: Disability vs. Cognitive Disability

Demographic	Burbank	Glendale	La Cañada Flintridge ¹⁰
Number in Labor Force with Cognitive Disability	625	834	-
Number with Cognitive Disability Employed	465	397	0
Number with Cognitive Disability Unemployed	160	437	0
Unemployment Rate	25.6%	52.4%	0.0%
Number in Labor Force Without Cognitive Disability	1,142	1,955	158
Number Employed Without Cognitive Disability	1,063	1,688	158
Number Unemployed Without Cognitive Disability	79	267	-
Unemployment Rate	6.92%	13.66%	0.00%

To further demonstrate the challenges that are faced by individuals with cognitive disabilities, the employment data for these individuals was analyzed for the Verdugo consortium (Table 15). There are 1,459 individuals with cognitive disabilities that are in the labor force with 862

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

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

¹⁰ Employment Status by Disability Status and Type, La Cañada Flintridge, 2013 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

employed, leaving 597 unemployed for an overall unemployment rate of 39% for the three cities. Conversely, the total number of individuals with disabilities that do not have cognitive disabilities is 3,255 with 2,909 of these individuals employed for an unemployment rate of 10.29%. While the overall unemployment rate for people with disabilities at 12.92% is significant, those without cognitive disabilities have a lower unemployment rate at 10.29% than those with cognitive disabilities at 39%, three times higher.¹¹

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

Table 16: Four Year High School Outcomes

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

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

¹¹ Employment Status by Disability Status and Type, Burbank & Glendale, 2017 American Community Survey 1-Year Estimates. American FactFinder, U.S. Census Bureau.

¹² *Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years – Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2012.* Center for Disease Control (April 2016). <http://www.cdc.gov/mmwr/volumes/65/ss/ss6503a1.htm>

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

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

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

¹⁶ *Research Helps Target Support for Students with Disabilities.* WestEd R&D Alert, May 2016. https://www.wested.org/rd_alert_online/disabilities-students-research-supports/

rate at 26% compared to 21% of General Education Students. Those students that did not graduate nor dropout, were either retained in school or earned a certificate. Students recording Emotional Disturbance had the highest dropout rate (44%) and students with Intellectual Disabilities or Multiple Disabilities had the lowest graduation rates at 33% and 16% respectively. Yet, earnings and increases in earnings is directly correlated to educational attainment (Table 17). The overall average annual earnings is \$24,041 for individuals with less than high school diploma in the Verdugo region; however, earnings more than double with a Bachelor's Degree¹⁷. Therefore, in order to assist individuals with disabilities, including ID/DD, educational attainment should be a focus and integrated into career pathways.

Table 17: Median Earnings by Educational Attainment

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

Students with ASD record a 48% graduation rate, one of the lowest for the student segments researched (Table 16) and an 11% dropout rate, which means that 60% of students are either retained or only earn a certificated, limiting their abilities to earn competitive salaries (Table 17). Studies show that 50,000 students with ASD leave high school each year with hope of finding a job; however, only 58% of these young adults, nationwide, actually do work between high school and their early 20's. Young adults with ASD have the lowest employment rate across disabilities with a 58% rate for ASD. Further, those with ASD that did work, earned an average \$9.11 per hour for part-time work and earned even less for full-time work with a per hour wage of \$8.08. Only 13% are employed in production/manufacturing work with the potential of earning a livable wage,¹⁸ creating the urgency to address the needs of this population through innovative strategies. Nationwide, individuals with ASD are recording unemployment rates as high as 85% for adult individuals with college degrees.¹⁹

In addition to median earnings correlating to educational attainment, the top 20 fastest growing occupations that offer salaries near or exceeding median earnings in Verdugo cities show the educational requirements for entry level hires (Table 18). The fastest growing occupations show that 25% require a minimum of a high school diploma, 20% require a master's degree, 20%

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

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

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

require a bachelor's and 20% require an associate's degree or post-secondary certificate award²⁰. Therefore, in order for individuals to earn a competitive salary and qualify for the fastest growing occupations, educational attainment must be a focus in service planning and provision.

Table 18: 2014-2024 Fastest Growing Occupations: Los Angeles County

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

■ **Partner Organizations & Partner Engagement to Increase CIE**

GlendaleLEARNs members and partners have focused on serving individuals with ID/DD for the past five years. The strategic focus on ID/DD began five years ago with the examination of the demographic data, the increasing rates of ASD, and the partners' commitment to develop career pathways for this underserved population. The partners, including VWDB, VJC, GCC and its DSPS Counselors, DOR, Lanterman Regional Center, GlendaleLEARNs and Foothill SELPA, among

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

others, worked together to continue the implementation of the Verdugo CNC Machinist Academy. Since its inception, the partners launched a Customer-Centered Design project that resulted in the universal strategic co-enrollment system to co-enroll all individuals with disabilities using a single process and single application. The co-enrollment system is the foundation for the integrated approach to delivering services as a partner team. All Academy students are co-enrolled in multiple programs with multiple funding sources to ensure all services and supports are provided as needed, allowing for the braiding of resources while avoiding duplication. The success of the partnership has resulted in an 88% placement rate with wages ranging from \$16 to \$40 per hour for Academy graduates.

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

▪ ***Participation in CIE LPA***

The GlendaleLEARNs celebrates a highly integrated and successful partnership as demonstrated through its projects. GCC and DOR are co-located at the VJC, allowing daily access to staff for co-case management. An MOU exists as mandated by WIOA Title I, another with GlendaleLEARNs, and another MOU is under development to specify the roles of partners in the co-enrollment system. This MOU was a request from partners that are not mandated and not included in the One-Stop MOU process. This MOU will stipulate confidentiality agreements as well as sharing information across partners. To further demonstrate the integrated partnership with DOR, an LPA has been developed with GUSD.

The purpose of the LPAs is to foster preparation for and achievement of CIE for youth and young adults (ages 14 through 22) with disabilities including individuals with ID/DD. Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population, in alignment with GlendaleLEARNs' current programs including its strategic co-enrollment system for participants with ID/DD.

▪ ***ELL Demographics***

The Verdugo Consortium is a diverse region with a significant percentage of its population foreign born (Table 19). A total of 146,731 residents are born outside of the US, representing 44.7%, with 82,880 of these reporting that they speak English "less than very well" with 65,066 of these

from Glendale.²¹ These individuals represent potential candidates for our ESL courses, regardless of their employment status.

Table 19: Verdugo Consortium Foreign Born Population

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

Table 20: Characteristics of People Who Speak a Language Other than English at Home

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

To further gain insights on barriers identified for ELL participants, the characteristics of people who speak a language other than English at home were examined (Table 20). As shown, a total of 30,395 of residents from all three cities live below poverty level; however, 150,040 live at the poverty level, demonstrating the need for career pathways that can provide livable wages and upward mobility opportunities. Of the 143,691 residents over the age of 25 who speak a language other than English at home, 25,017 are less than a high school graduate indicating the need for ABE/ASE including diploma or equivalent. While a total 35,868 have an Associate degree or some college education and 52,983 have Bachelor's degree or higher, the number living below or at poverty level indicates that many ELL may be underemployed if employed at all. The demographic data supports the barriers identified by the partners and stakeholders that participated in the forums and the services identified to meet the needs of this population.

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

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

Table 21: New Entrants to Los Angeles County 2016-2017

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

The new entrant population to Los Angeles County in 2016-2017 through Resettlement Agencies (RA) such as IRC and Catholic Charities, which are both located in Glendale, was comprised of 2,921 individuals (Table 21). Because the RAs are located in Glendale, many of these new entrants are served and reside in Glendale either permanently or until they are resettled. Services in addition to resettlement include temporary assistance such as RCA/ECA, and public assistance including CalWORKs and Medi-Cal. These individuals have the legal documentation to work in the US and should enter workforce development services as soon as possible. The VWDB, as a member of GlendaleLEARNs, coordinates ESL introductory classes at the IRC office where these individuals are referred upon entry into the country. In addition to ESL, they receive citizenship and acculturation workshops as well as counseling, legal, and financial services. The VWDB enrolls the student into CAEP which funds the ESL classes and works with IRC to co-enroll job seeking students into WIOA Title I and transitioning them to career pathways as well as additional courses at GCC. According to IRC, the number of new immigrants, refugees and asylees have declined over the past year; however, those that do gain entry, require immediate coordinated services to address their unique needs and transition to employment for self-sufficiency and overall sustainability.

▪ ***ELL Barriers to Employment***

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

1. Academic issues in writing and speaking;
2. The need for childcare services during class; in particular those that are not working and cannot afford to pay for childcare;
3. Some are not literate in their own language which makes ESL instruction more challenging as attempts are made to bridge the gap;
4. Many have gaps in basic education, or the diploma/credentials were earned in their native country and are not recognized or accepted in the US.

▪ ***Strategies for Outreach & Recruitment***

GlendaleLEARNNS and its partners that serve ELL have learned over time that the best way to outreach and recruit these individuals for co-enrollment into WIOA Title I, is to visit their classes and establish relationships. GCC is co-located at the VJC and the VJC is co-located at GCC. Staff visit the classes and use a universal intake application that can be used by multiple partners to co-enroll students. The integration of workforce development and education in Glendale, allows the VJC to provide WIOA and non-WIOA funded workforce development, depending on their eligibility. The goal of this outreach effort is to co-enroll all eligibility students in CAEP and WIOA Title I as well as other sources.

▪ ***Strategies for Partner Engagement to Serve ELL***

GlendaleLEARNNS has established several partnerships to assist in serving ELL. Key to the success of these partnerships is capitalizing on the core competencies of community organizations such as the public library and IRC that result in co-enrollment of students. The IRC serves as a portal for adult ed and higher ed at GCC as well as workforce development services available at VJC. New immigrants, refugees and asylees are referred to IRC for initial services once they enter the country, including citizenship and ESL. Participants begin ESL at IRC and are introduced to other services available at GCC and VJC. VJC staff also visit the IRC to co-enroll participants. For students who meet eligibility criteria, they are co-enrolled into WIOA Title I services and those who do not, receive workforce development services under CAEP which only requires that they be 18 years of age or older. For students that are eligible but do not have or do not provide their Social Security Numbers, pseudo numbers are assigned and entered into CalJOBS. For those that do not meet eligibility criteria, they are entered into CalJOBS for tracking with a pseudo number and enrolled under CAEP grant for services. VWDB's GlendaleLEARNNS Coordinator also co-enrolls

students into TopsPro Enterprise for reporting CAEP services to California Department of Education (CDE).

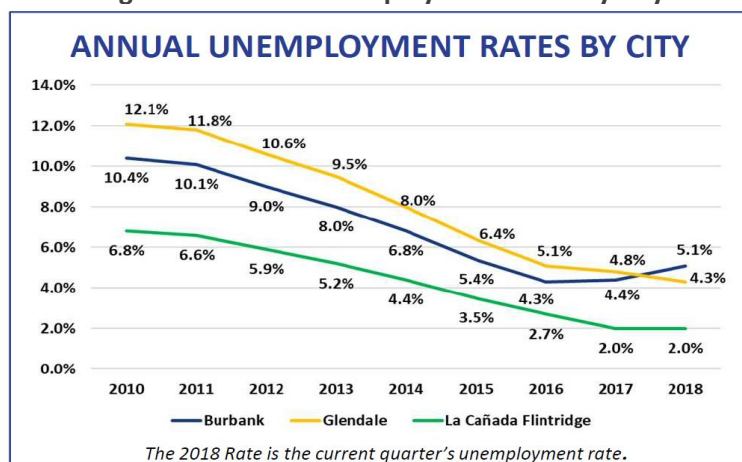
▪ **Assessment of Gaps in Services**

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

1. Infuse ESL into career pathways with direct links to employment to ensure program retention.
2. Infuse ABE/ASE into career pathways to address basic education needs while training for employment.
3. Expand opportunities for WEX/TSE/OJT and promote the services for those students who have credentials earned outside of the US.

Other Labor Market Information

Figure 3: Annual Unemployment Rates by City



GlendaleLEARNNS receives regular labor market reports from the VWDB at minimum, on a quarterly basis. Reports are also generated upon request by any partner to support grant writing, planning and program development. Included in the environmental scan for the preparation of the Three-Year Plan, members and partners examined data sets in addition to the employment/unemployment rates and labor force data described in

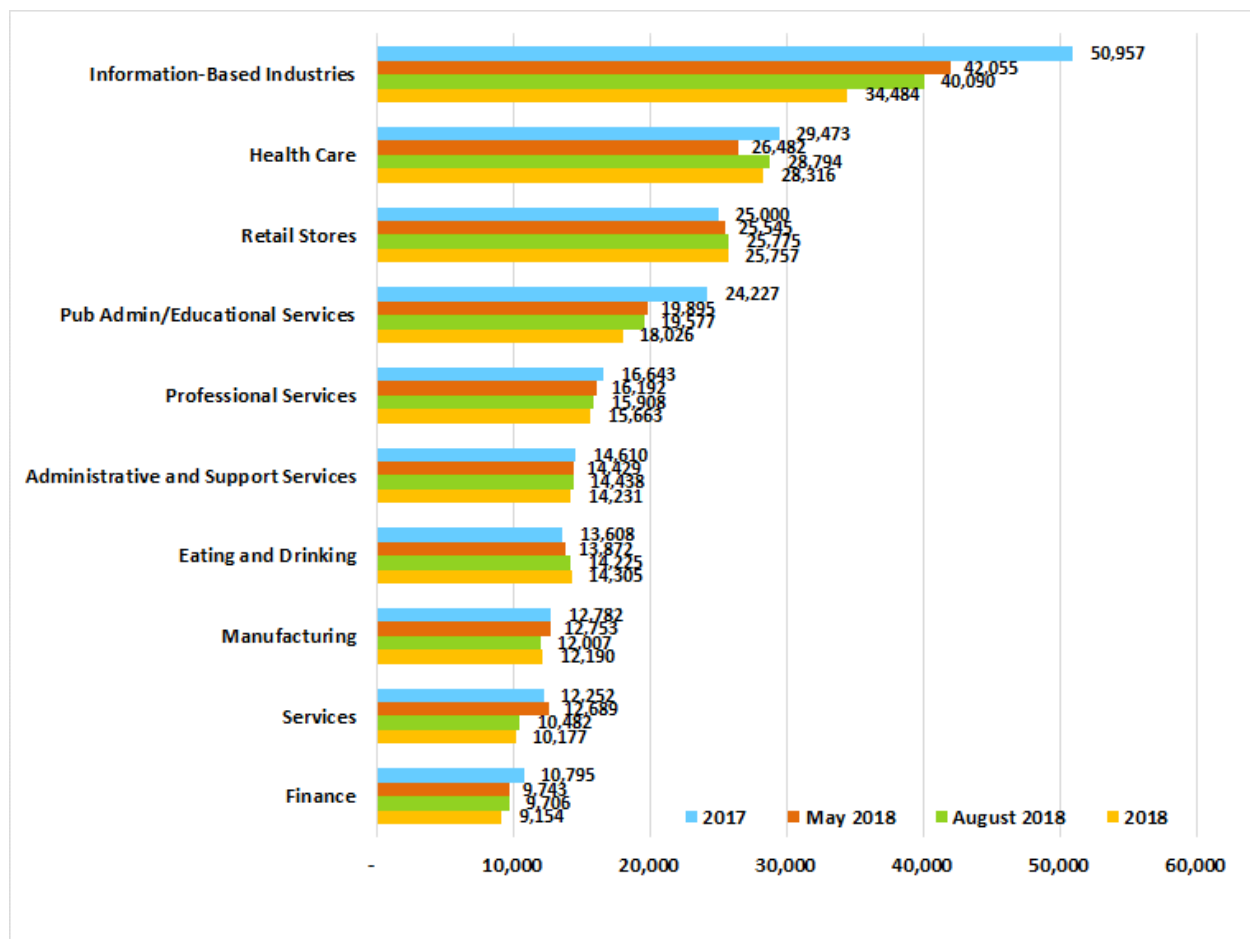
the community and customer needs assessments. The VWDB tracks annual unemployment trends for each of the three cities within its Consortium to understand overall improvement as indicators of economic conditions and impacts to its residents. This also allows GlendaleLEARNNS to compare its rates against its two neighboring cities of Burbank and La Cañada Flintridge. The overall unemployment rate has been improving since the peak of the economic recession in 2010, demonstrating the improvement in overall economic conditions (Figure 3).

In order to determine the viability of its programs as well as to determine where future career pathways can be developed, GlendaleLEARNNS also reviews industry and occupational trends on a quarterly basis (Figure 4) for the tri-city Consortium to assess local data. The *Information* sector includes publishing, broadcasting and social media; however, Information Technology falls under

Professional Services. Services includes repair and maintenance as well as personal services such as housekeeping and laundry. *Administrative and Support Services* include office, employment, travel, and security services.

In 2018, *Retail Stores*, and *Eating & Drinking* recorded increases in the number employed compared to 2017. While the *Information* sector continues to be the leading industry in employment, there has been a 32% decrease in employment continuing the downward trend from 2017. Public Administration/Education Services also had a significant decrease of 26% between 2017 and 2018. This data continues to support the target industry sectors identified by the VWDB in its Local Workforce Development Plan: *Health Care, Retail, Manufacturing, and Professional Services/Information Technology*, all which are included in the top 10 sectors.²²

Figure 4: Top 10 Industry Sectors for Employment – Verdugo Consortium



Examining the top occupations in job ads for the Verdugo area (Figure 5), there was an overall 16% decrease in job ads in the top 10 occupations (327 less ads). Registered Nurses remained in

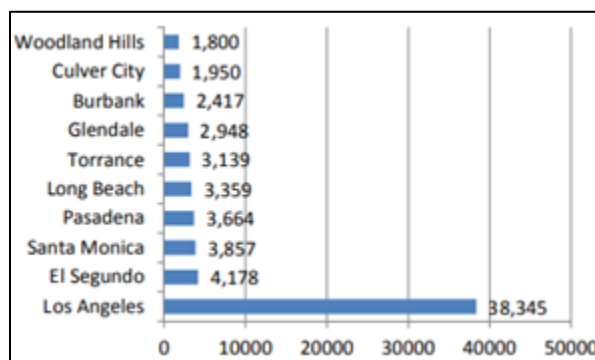
²² Dun & Bradstreet, Econovue and Bureau of Labor Statistics Quarterly Census of Employment and Wages

the #1 spot but had a 35% decrease in ads. Retail Salesperson moved to #2 but still had a 23% decrease in the number of ads. Software Developers dropped to #3 and also had a 36% decrease in the number of ads. Market Research Analysts and Marketing Specialists jobs moved from #9 to #4 with a 54% increase in ads. Marketing Manager Job ads increased by 20 % and moved to the #7 spot. Managers, All Other and First-Line Supervisors of Office and Administrative Support Workers are new to the top 10 list, replacing Network and Computer Systems Administrators and Accountants.

Figure 5: Top Occupations in Job Ads – Verdugo Area

OCCUPATION	# OF JOB ADS
1. Registered Nurses	257
2. Retail Salespersons	225
3. Software Developers, Applications	195
4. Market Research Analysts and Marketing Specialists	185
5. First-Line Supervisors of Retail Sales Workers	179
6. Security Guards	177
7. Marketing Managers	169
8. Customer Service Representatives	86
9. Managers, All Other	86
10. First-Line Supervisors of Office and Administrative Support Workers	81

Figure 6: Cities with Most Job Ads



Help Wanted Online from The Conference Board and WANTED Technologies report the top ten cities in the Los Angeles County with the most job ads (Figure 6). Consistently, Burbank and Glendale are reported amongst these top ten cities with the number of job ads posted for the reporting month. This indicates the economic vibrancy of the businesses in the Verdugo community relative to the other cities located in the LA region.²³

²³ Ibid.

2.5 Identifying Goals and Strategies

Dedicating several monthly meetings to assessments and review of data sets, GlendaleLEARN also dedicated monthly meetings to developing its goals and strategies. Using the results of the pre-planning assessments and environmental scan, as well as operating principles, the members and partners developed goals aligned to the four categories used for the Annual Plan: 1) Seamless Transitions; 2) Student Accelerator; 3) Shared Professional Development Strategies; 4) Leveraging Resources. Using the data collected from the various sources, assessments including partner and stakeholder forums, and environmental scan, the members and partners also defined strategies for each goal as follows:

Seamless Transitions

Goal 1: Develop Career Pathways for Priority Populations

Strategies:

- Continue developing and implementing career pathways with partners to address the needs of students with multiple barriers as well as address the workforce needs of current and future employers.
- Continue to partner with DOR, VJC, CalWORKs, and Glendale Youth Alliance (GYA) to include career exploration, work experience, on-the-job training as transition work-based earn and learn opportunities to effectively move career pathway graduates into employment.
- Establish process for sharing career plans across agencies when co-enrolling participants.
- Support the Verdugo Workforce Development Board's efforts to allow access to CalJOBS by partner co-enrolling students/participants.
- Continue to work with partners and members to transition disconnected young adults and adult high school dropouts into adult and/or postsecondary education.
- Increase public awareness of adult education opportunities as well as all services available through GlendaleLEARN and partners. Include participant interviews and testimonials to share success stories that inspire others to pursue their dream careers.

Student Acceleration

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

Strategies:

- Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment.
- Continue College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations.

- Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.

Shared Professional Development Strategies

Goal 3: Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development.

Strategies:

- Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly Adult Education Program (AEP) meetings are an opportunity to offer short trainings in specific topics.
- Continue to partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas.
- Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty.
- Implement an orientation to GlendaleLEARNS and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

Leveraging Resources

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

Strategies:

- Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies.
- Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNS annual and three-year planning.
- Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources. Strategy will include continuing to refine the universal application packet and co-enrollment process.

Using the results of the pre-planning assessments, GlendaleLEARNS conducted a community asset analysis for its two target groups: adults with disabilities and ELL (Tables 22 and 23). The analyses were then converted to Community Asset Maps (Figures 7 and 8) to organize the results and ensure a well-rounded identification of assets. All results were then used to develop the Logic Models for the four goals and the strategies identified for each goal (Figures 9 through 12).

Table 22. Community Asset Analysis: English Language Learners

Seamless Transitions: Developing Career Pathways for Priority Population - English Language Learners				
Partner / Contact	Current	Asset	Rating (A, B, C, D)	Notes
1. VJC	Yes	Workforce development services, fund training, WEX/OJT, supportive services	A	Partners are co-located at VJC; partners also participate in MOU quarterly meetings; strength is access to business
2. GUSD	Yes	Outreach to Parents and graduating students or dropouts	B	Referrals for programs including: parent ed, student success center, DOR Referrals; Need better coordination for increased referrals
3. LACOE	Yes	Gain/Grow/TANF Referrals; Workforce Development	B	Partnership is limited; need to enhance for increased referrals; seems to be closed to max partnership
4. GCC CalWORKs	Yes	Student Referrals; ABE/ASE/ESL; Career Education	A	Many are also ELL; determine if GL is meeting specific needs
5. DPSS/CalFresh	Yes	Referrals	A	Build upon current partnership for increased referrals
6. GCC Garfield Campus	Yes	Adult Education: ABE/ASE/ESL	A	Leader in ELL and strategic co-enrollment; need marketing/branding
7. Communitas	Yes	Financial Literacy and Counseling	B	Resources in Spanish; none available in Armenian
8. GCC Verdugo Campus	Yes	For credit education, career education, career pathways	A	Capitalize on transitions to credit campus; increase co-enrollments
9. International Rescue Committee	Yes	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling	A	Maximize partnership for referrals
10. Glendale Library, Arts & Culture	Yes	Digital Literacy in multiple languages, workshops on citizenship	A	Maximize partnership for referrals to adult ed
11. Armenian Relief Society	Yes	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling	A	Past active member of GL; Coordinator is meeting with ARS to re-establish active partnership
12. Catholic Charities	No	Resettlement agency, ESL, citizenship, acculturation, legal and financial counseling	C	Opportunity to partner and increase referrals
13. Glendale Latino Association	No	Business association; connection to business members	B	Source for developing business partnerships for hiring students; potential source for offering employer-based ESL
14. Glendale Chamber of Commerce	No	Business association; connection to business members	B	Source for developing business partnerships for hiring students; potential source for offering employer-based ESL

Rating: A = Valuable Asset; B = Could be an Asset; C = Lots of Work Needed to Make an Asset; D = Researched; Not an Asset

Figure 7. Community Asset Map: English Language Learners

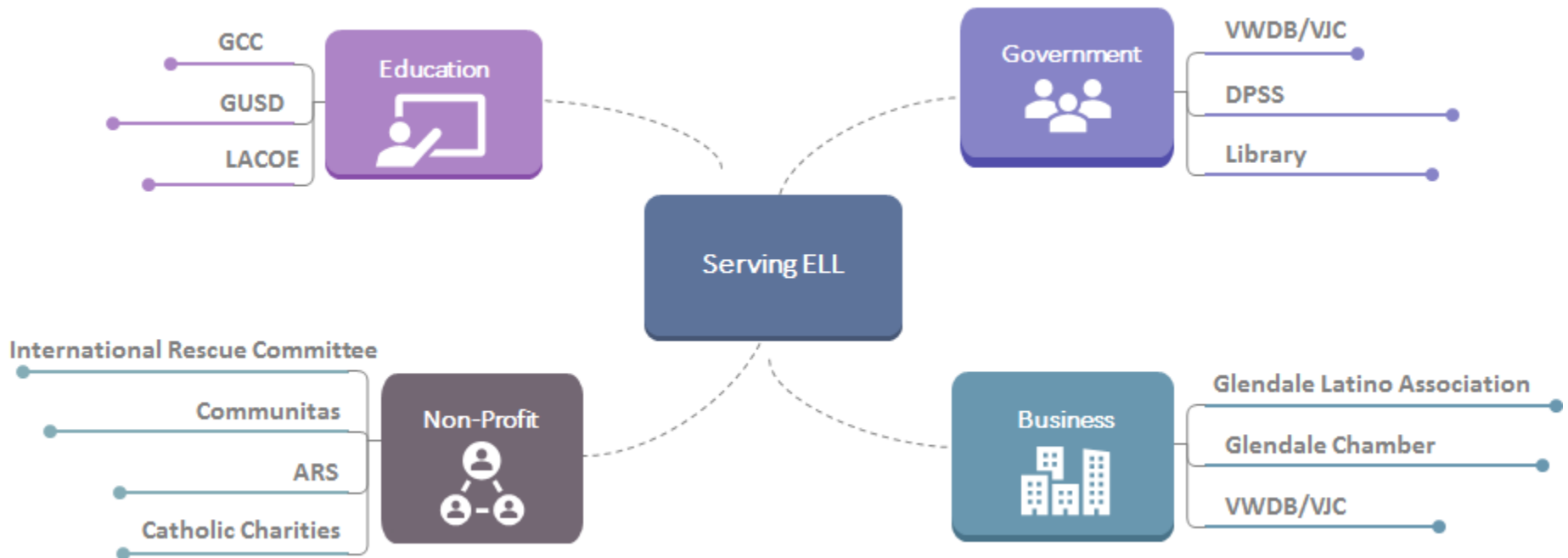


Table 23. Community Asset Analysis: Individuals with Disabilities

Seamless Transitions: Developing Career Pathways for Priority Population - Individuals with Disabilities				
Partner / Contact	Current	Asset	Rating	Notes
1. VJC	Yes	Workforce development services, fund training, WEX/OJT, supportive services, employer engagement, job placement	A	Array of services and incentives for employers to hire ID/DD; linked to business community
2. GUSD	YES	Outreach to IEP parents and students	A	Maximize referral source; reach student prior to graduation or dropping out
3. SELPA	YES	Outreach to IEP parents and students	A	Maximize referral sources
4. TRECK (GUSD)	Yes	Special ed services to 18-22 not finishing high school and not employed (OSY)	B	DOR referrals; need to expand awareness of program to eligible individuals; source for referrals
5. GCC Garfield Campus	Yes	Adult Education: ABE/ASE/ESL, WEX	A	Continue developing programs for ID/DD
6. Communitas	Yes	Financial Literacy and Counseling for low income individuals	B	Opportunities to maximize partnership for community outreach; work with GYA, Library for financial literacy
7. GCC Verdugo Campus	Yes	For credit education, career education, career pathways	A	Capitalize on opportunities for co-enrollment and transition to credit campus
8. DOR	Yes	Tuition payment, work readiness, assessments, WEX/OJT, job coaching	A	Array of services to assist with transition to work environment; employer incentives; link to employers
9. Lanterman Regional Center	Yes	Referrals, in-class support, tutoring, behavioral supports; consumers have ID/DD	A	Maximize referral source and support services offered
10. Campbell Center	Yes	Referrals, behavioral supports, case management, work readiness; jobs program for adults with developmental disabilities	B	Vendor of Lanterman Regional Center; Source for referrals
11. VWDB	Yes	Facilitates coordination of strategic co-enrollments across partners; writes grants to expand services; linkage to business community	A	Strength is partnership with GCC and providing GlendaleLEARNs Coordinator to facilitate partner integration
12. GYA	Yes	Work readiness, financial literacy; referrals of OSY and young adults to adult ed; WEX and OJT incentives for employers	A	Continue to seek opportunities to maximize employer incentives

Rating: A = Valuable Asset; B = Could be an Asset; C = Lots of Work Needed to Make an Asset; D = Researched; Not an Asset

Figure 8. Community Asset Map: Individuals with Disabilities

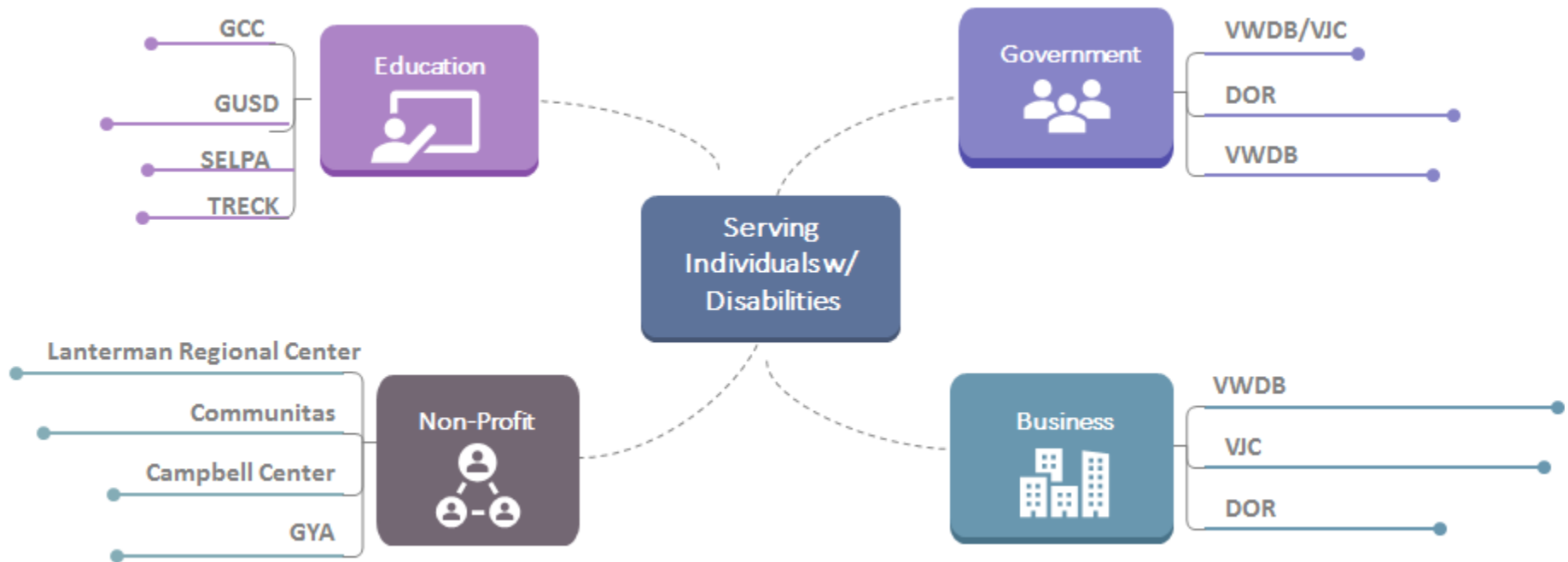


Figure 9. Logic Model Goal 1

Goal 1 Statement: Develop Career Pathways for Priority Populations

Strategies: 1) Develop & implement career pathways with partners to address the needs of students with multiple barriers and address workforce needs of employers; 2) Continue GlendaleLEARNs partnerships to offer career exploration, work experience and OJT to effectively move career pathway graduates into employment; 3) Establish process for sharing career plans across agencies when co-enrolling participants; 4) Support the VWDB's effort to allow access to CalJOBS by partners co-enrolling students; 5) Continue working with partners to transition disconnected youth and dropouts into adult and post-secondary education; 6) Increase public awareness of adult education opportunities and all partner services available.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
1. VWDB labor market information and connections to business community	1.1 Identify demand career pathways for priority populations	1.1.1 # ID/DD and ELL co-enrolled in career pathways	1.1.1.1 Increase the number of ID/DD and ELL co-enrolled in career pathways by 10%	1.1.1.2 Increase the number of ID/DD and ELL co-enrolled in career pathways by 20%	1.1.1.3 Increase the number of ID/DD and ELL co-enrolled in career pathways by 20%
2. VJC funding and services for OJT, WEX	1.2 Develop plan for implementation of new career pathways using CNC Model	1.2.1 Develop or a new or expand a career pathway annually	1.2.1.1 Develop 1 new career pathway	1.2.1.2 Develop 1 new career pathway	1.2.1.3 Develop 1 new career pathway
3. GlendaleLEARNs Coordinator's connection to VWDB and VJC	1.3 Integrate OJT, WEX into current career pathways	1.3.1 # ID/DD and ELL co-enrolled in WEX and/or OJT	1.3.1.1 Increase the number of co-enrollments in WEX or OJT by 10%	1.3.1.2 Increase the number of ID/DD and ELL co-enrollments in WEX or OJT by 20%	1.3.1.3 Increase the number of co-enrollments in WEX or OJT by 20%
4. CalJOBS system	1.4 Develop career exploration for OSY, graduating seniors and special populations (ID/DD, ELL) to introduce them to opportunities	1.4.1 # Transitioning youth, OSY, ELL, and ID/DD participate in career exploration	1.4.1.1 Enroll a minimum of 20 students in career exploration activities	1.4.1.2 Enroll a minimum of 20 students in career exploration activities	1.4.1.3 Enroll a minimum of 20 students in career exploration
5. Strong partnerships & strategic Co-Enrollment System	1.5 Integrate sharing of career plans in current strategic co-enrollment process	1.5.1 All co-enrollment partners share career plans	1.5.1.1 50% of co-enrollments have shared career plans	1.5.1.2 75% of co-enrollments have shared career plans	1.5.1.3 100% of co-enrollments have shared career plans
6. GYA services for youth including career exploration	1.6 Follow up with VJC on access to CalJOBS	1.5.2 Co-enrollment support student retention & persistence	1.5.2.1 10% increase in retention & persistence	1.5.2.2 10% increase in retention & persistence	1.5.2.3 10% increase in retention & persistence
7. VWDB procured marketing provider	1.7 Implement Marketing / Branding strategy	1.6.1 Co-enrollment partners have access to CalJOBS	1.7.1.1 Increase adult ed and career pathways referrals based on branding	1.7.1.2 Increase enrollments based on branding by 10%	1.6.1.3 All co-enrolling partners have access to CalJOBS
		1.7.1 Branding strategy developed			1.7.1.3 Increase enrollment based on branding by 10%

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Funding remains constant across partners 2. Effective business engagement continues based on VWDB/VJC long-term relationships with local employers 3. VWDB and GCC continue to access multiple funding sources to continue innovative programs and services throughout the GlendaleLEARNs workforce/education system 4. Strategic co-enrollment model can be applied individually 	<ol style="list-style-type: none"> 1. Potential changes in funding 2. Potential changes in regulatory requirements for different partners' governance systems 3. Need to work with service providers outside of Verdugo region 4. Partners use different data systems creating challenge for partners to share information

Figure 10. Logic Model Goal 2

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

Strategies: 1) Implement bridge programs in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment; 2) Continue College and Career Pathways as preparation to enter career pathways including the Verdugo Academies for priority populations; 3) Integrate the bridge programs in the career pathways for a seamless transition of students to career education and subsequent job placement.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
1. Tutors 2. Co-enrolling partners 3. ABE/ASE 4. Ability to offer classes as needed 5. ABE/ASE/ESL are open entry/exit for flexibility 6. Available funding 7. College & Career Pathways with state approved curricula 8. CC Pathways designed for individuals with disabilities 9. DSPS Counselors	2.1 Increase tutors to assist students in pursuits 2.2 Explore multiple delivery modalities for prep ABE/ASE/ESL (online, off campus) 2.3 Design and implement College to Career type model for moderate to severe disability 2.4 Increase DSPS staff 2.5 Work closely with partners to increase assistance classes at Garfield 2.6 Integrate bridge classes in career pathways	2.1.1 Increase # of tutors 2.2.1 Generate report based on research on delivery modalities 2.3.1 # enrolled in CC Pathways for moderate to severe 2.4.1 Increase # DSPS staff 2.5.1 Increased # enrolled in ABE/ASE/ESL 2.5.2 Increase # skills gains, persistence, retention 2.6.1 # enrolled in ABE/ASE/ESL who enter career pathways	2.1.1.1 Add 2 tutors 2.4.1.1 Add 1 DSPS Counselor 2.5.1.1 Increase enrollments by 10% in ABE/ASE/ESL 2.5.2.1 Increase # skills gains, persistence, retention by 10% 2.6.1.1 Establish baseline for # enrolled in ABE/ASE/ESL who enter career pathways	2.2.1.1 Generate 1 report on research 2.3.1.1 Implement 1 pilot of CC Pathways for moderate to severe disabilities 2.5.1.2 Increase enrollments in ABE/ASE/ESL by 10% from prior year 2.5.2.2 Increase # skills gains, persistence, retention by 10% from prior year 2.6.1.2 Increase # enrolled in ABE/ASE/ESL who enter career pathways by 10% from baseline	2.3.1.2 Implement 1 CC Pathways for moderate to severe disabilities 2.5.1.3 Increase enrollments in ABE/ASE/ESL by 10% from prior year 2.5.2.3 Increase # skills gains, persistence, retention by 10% from prior year 2.6.1.3 Increase # enrolled in ABE/ASE/ESL who enter career pathways by 10% from prior year

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Career pathways may be a motivator for students to enroll in ABE/ASE/ESL as prep 2. Continued funding will allow for increasing tutors and DSPS counseling 3. Most students from target populations need prep even though they may have earned their diploma 	<ol style="list-style-type: none"> 1. Eligibility requirements for certain programs may limit participation 2. Jobs with age issues 3. Incentives for students are not available for ABE/ASE/ESL

Figure 11. Logic Model Goal 3

Goal 3 Statement: Implement Professional Development opportunities to ensure leaders, staff and faculty have the knowledge and skills needed to meet community needs for adult education and workforce development

Strategies: 1) Schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services; 2) Partner with the VWDB to receive quarterly labor market information reports and keep all members and partners apprised of local needs and growth areas; 3) Establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty; 4) Implement an orientation to GlendaleLEARNS and CAEP that is available for all leaders, staff and faculty.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
1. Workshops currently available: EQ, stress relief, ESL 2. Partners offer variety of professional development opportunities 3. Online workshops available from CAEP, COABE, etc. 4. VWDB provide LMI reports 5. Staff and faculty across partners 6. Need GL tools to provide info about CAEP	3.1 Need to conduct an assessment to determine available trainings in the community (i.e. YMCA) and partners 3.2 Schedule partner presentations for upcoming meetings 3.3 Continue quarterly LMI reports from VWDB 3.4 Establish system for sharing GL info and reports with all partner staff and faculty 3.5 Develop orientation webinar	3.1.1 Conduct community assessment for available trainings in needed areas 3.2.1 Create schedule for partner presentations at meetings 3.3.1 Disseminate quarterly reports at meetings, post on website, email to partners to disseminate to staff and faculty 3.4.1 Develop information dissemination system and document 3.5.1 Generate orientation webinar, post on website 3.5.2 Establish plan for conducting orientation for staff, faculty, and new personnel	3.1.1.1 Complete community assessment 3.2.1.1 1 partner presentation every 2 months 3.3.1.1 Disseminate 1 LMI report quarterly 3.4.1.1 Develop system for disseminating GL info/updates 3.5.1.1 Generate 1 orientation 3.5.2.1 Conduct orientation for current staff, faculty	3.1.1.2 Identify viable trainings & schedule by priority 3.2.1.2 1 partner presentation every 2 months 3.3.1.2 Disseminate 1 LMI report quarterly 3.4.1.2 Implement system for disseminating GL info/updates 3.5.2.2 Conduct orientations for new staff/faculty and current as needed	3.1.1.3 Implement trainings as scheduled 3.2.1.3 1 partner presentation every 2 months 3.3.1.3 Disseminate 1 LMI report quarterly 3.5.2.3 Conduct orientations for new staff/faculty and current as needed

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Training selected will be in-demand 2. Training will be well received 3. Staff, faculty will be able attend based on their demanding schedules 	<ol style="list-style-type: none"> 1. Space availability 2. Prime time availability 3. Appropriate geographic location convenient for all partner staff and faculty

Figure 12. Logic Model Goal 4

Goal Statement: Capitalize on Opportunities to Leverage Resources with GlendaleLEARNNS Partners

Strategies: 1) Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies; 2) Continue participating in regional and local planning activities including workforce Memorandum of Understanding (MOU) and Workforce Development Plans to ensure alignment with GlendaleLEARNNS annual and three-year planning; 3) Continue strategic co-enrollment with WIOA and non-WIOA partners in order to provide comprehensive services to students that lead to employment, while leveraging resources

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
1. VWDB access to funding sources that provide services outside of CAEP eligible funded activities 2. VWDB labor market information and connections to business community 3. VJC funding and services for OJT, WEX 4. GlendaleLEARNNS Coordinator's connection to VWDB and VJC	1.1 Implement job fair for ESL & Garfield students 1.2 Research opportunities for employer incentives for incumbent worker ESL participation 1.3 GlendaleLEARNNS Director and/or Coordinator will participate in WIOA Partner MOU meetings and Local Plan activities 1.4 Participate in annual review of strategic co-enrollment system for improvement	1.1.1 Annual job fair at Garfield implemented 1.2.1 Employer based ESL implemented 1.3.1 GL participates in quarterly MOU partner meetings 1.3.2 GL participates in Local Plan activities 1.4.1 Coordinator facilitates annual review of co-enrollment system	1.1.1.1 Garfield job fair held 1.2.1.1 One employer-based ESL held for 1 semester 1.3.1.1 GL participates in 4 partner MOU meetings 1.4.1.1 Coordinator facilitates 1 session to review co-enrollment system with partners	1.1.1.2 1 Garfield job fair held 1.2.1.2 1 employer-based ESL held for 1 semester 1.3.1.2 GL participates in 4 partner MOU meetings 1.3.2.2 Coordinator facilitates Local Workforce Development 4 Year planning activities 1.4.1.2 Coordinator facilitates 1 session to review co-enrollment system with partners	1.1.1.3 1 Garfield job fair held 1.2.1.3 1 employer-based ESL held for 1 semester 1.3.1.3 GL participates in 4 partner MOU meetings 1.4.1.3 Coordinator facilitates 1 session to review co-enrollment system with partners

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Funding remains constant across partners 2. Partner leadership or staff remain constant or if changes occur, partnership will transition effectively for limited changes in co-enrollment processes and impact to students 3. Effective business engagement continues based on VWDB/VJC long-term relationships with local employers 4. VWDB and GCC continue to access multiple funding sources to continue innovative programs and services throughout the GlendaleLEARN workforce/education system 5. Strategic co-enrollment model can be applied individually 	<ol style="list-style-type: none"> 1. Potential changes in funding 2. Potential changes in regulatory requirements for different partners' governance systems 3. Potential changes in partner staff/leadership which can impact effectiveness 4. Need to work with service providers outside of Verdugo region 5. Partners use different data systems creating challenge for partners to share information

Progress Indicators

▪ *SMART Objectives*

1. By June 30, 2019, increase the number of ID/DD that are co-enrolled in career pathways by 10%. (Goal 1)
2. By June 30, 2019, increase the number of enrollments by 10% in ABE. (Goal 2)
3. By June 30, 2019, coordinate and showcase 4 partner programs during monthly meetings to introduce offerings to members and partners. (Goal 3)
4. By June 30, 2019, coordinate 1 job fair for students at Garfield.

2.5 Piloting and Implementation

GlendaleLEARNNS uses multiple methods for piloting and implementing new programs as well as evaluating and improving current programs. Members and partners hold expertise in several performance excellence strategies including Lean, Six Sigma, Continuous Quality Improvement, Baldrige Performance Excellence Program, and Design Thinking. Several members and partners have been trained by the GlendaleLEARNNS Coordinator on Design Thinking and used the strategy to design its strategic co-enrollment system used for serving individuals with ID/DD and ELL. The Design Thinking project which redesigned the partners' intake, assessment and enrollment process was selected by the US Department of Labor to showcase in Washington DC. Based on this expertise, GlendaleLEARNNS will continue to rely on Design Thinking as a fact-based approach for designing and redesigning processes and programs. The use of ethnographic research to understand the customers' perspective and immersion to experience the process or program as customers do, provides the rich data that allows for more accurate understanding of barriers and challenges that customers face participating in programs. This leads to a better understanding of causal factors of those barriers and developing innovative solutions. This experience is demonstrated by the partners' strategic co-enrollment system developed for the Verdugo CNC Machinist Academy for adults with ASD.

The Academy was designed with the assistance of local manufacturing employers to train adults with intellectual and development disabilities, targeting individuals with ASD, as CNC Machinists. The partners developed a strategic co-enrollment system to ensure participants receive all the services they need to successfully complete the career pathway program and attain full-time permanent employment with livable wages. The partners completed the fourth cohort in December 2018. Using this system, the partnership has achieved an 88% entered employment rate for this underserved population.

Individuals with disabilities were a priority customer segment that was studied using the ethnographic research in Design Thinking. They were observed while they completed the

application forms and the overall intake, eligibility, enrollment and assessment process. The partners also participated in the process to learn firsthand, the customer experience in the intake and enrollment process. Results of the research were used to simplify the process and design a universal system that all partners can use to co-enroll participants. Academy participants are co-enrolled with the following funding sources: WIOA Title I, WIOA Title IV, Disability Employment Accelerator, Lanterman Act, Career Education, SWP, CAEP (formerly Adult Education Block Grant), and DSPS. Each partner provides a specific service using respective funds without duplicating any services. The system has been used and improved over multiple cohorts and has developed into a continuum of care model that provides continuous case management and support throughout the participants' enrollment (please see Strategic Co-Enrollment Customer Flow – Figure 13). Key features of the integrated co-enrollment system include:

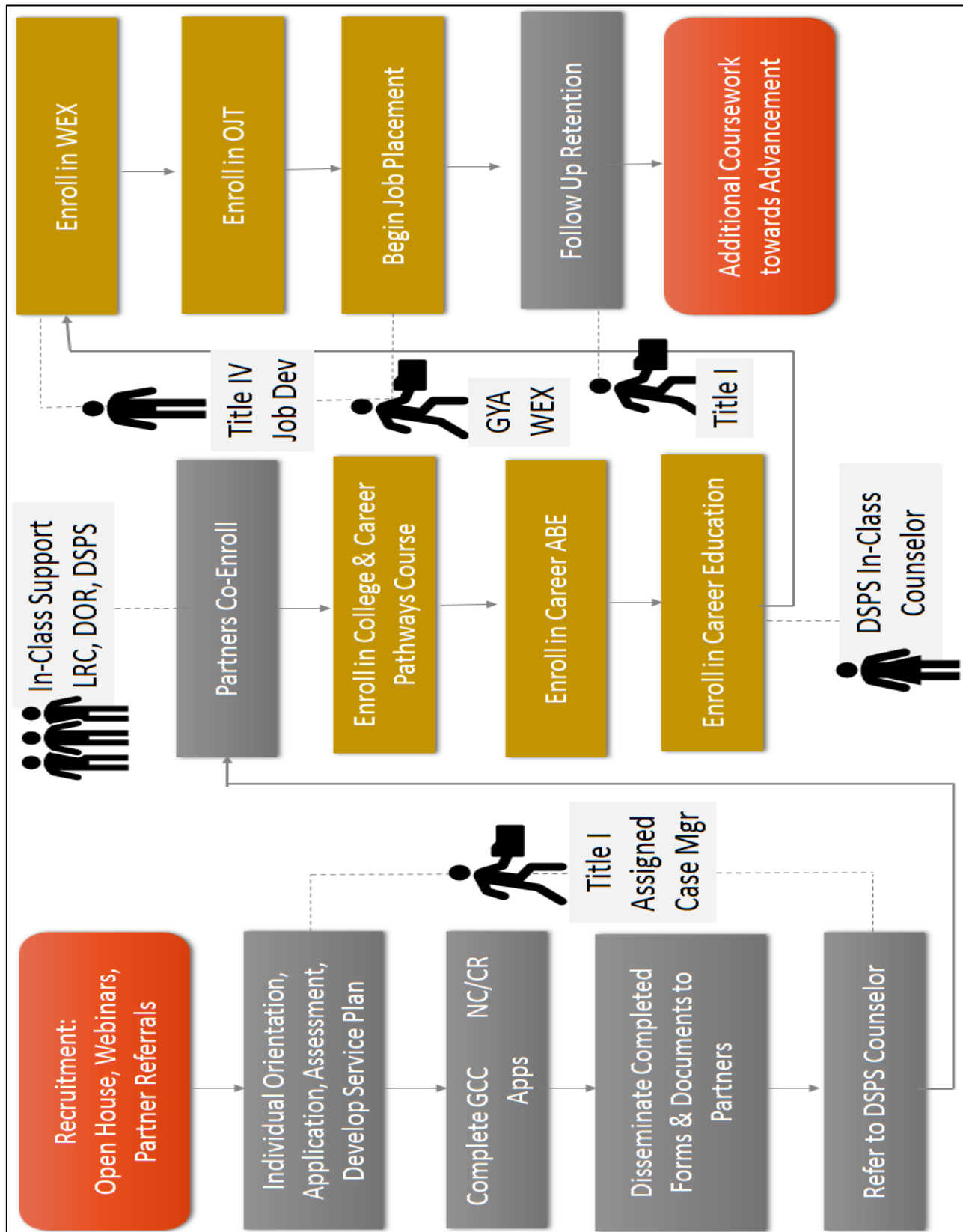
1. All partners involvement in the Customer-Centered Design research and design of the universal integrated co-enrollment system.
2. A Student Success Team is established to meet weekly and monitor student progress, identify emerging barriers and identify resources to address those barriers.
3. A designated coordinator that facilitates partner meetings and is the central point for coordinating all partner enrollments and service provision including DSPS services, class schedules, and non-credit courses and labs.
4. A universal intake packet that includes streamlined application forms, release of information waiver forms, work experience payroll forms, and grievance forms.
5. The completed packet is shared with all co-enrolling partners, including back up documentation needed by the partners to determine eligibility for their respective programs. Back up documentation may include copies of: government issued identification card, Social Security card, and verification of disability. Results of any assessments completed by any of the partners is also shared as well as completed service plans such as Individual Employment Plans.
6. A single point of contact for each participant that conducts intake/enrollment/assessment is also the primary case manager for the participant throughout the enrollment process. Currently, this service is provided by the VJC staff person funded by WIOA Title I.
7. In-Class case management to monitor student progress daily and identify services needed, including tutors, individual aides, notetakers, and other supports. In-class case manager also communicates with instructors to identify academic issues and progress.
8. A designated job developer that is the single point of contact for the employers. This is currently provided by DOR and funded by WIOA Title IV. All partners refer their employer contacts to the job developer to pursue employment opportunities and job placement for UAA graduates. Job developer also coordinates work-based learning opportunities including work

experience and/or OJT that may be funded by either Title I, Title IV, or Adult Education Program. Job developer also works with employers to coordinate on-site job coaching and mentoring.

9. Business engagement occurs with a designated afternoon each week where employers host student site visits to their manufacturing companies. These site visits introduce students to manufacturing environments and observe employees at work in similar jobs. This also allows employers to interact with the students that they will be hiring upon graduation. Business representatives also visit the classroom and speak to the students to answer questions about their companies, the jobs available, and conduct interviews to fill current job openings.

This innovative strategic co-enrollment system is recognized as a best practice that is currently being used as a model for the Policy Guidance for Co-enrollment underway, led by the CWDB. Based on the feedback from partners and stakeholders who participated in the community forums and meetings, the same strategic co-enrollment system can benefit other special populations and assist in ensuring access to all services needed as well as program retention. A version of this system has already been adopted for ELL customers and can be expanded and adopted by partners to serve CalFresh and Non-Custodial Parents.

Figure 13: Strategic Co-Enrollment System



Section 3: Glossary of Acronyms

Acronym	Definition
ABE	Adult Basic Education
ACL	Administration for Community Living
ACS	Adult Child Success
AEFLA	Adult Education and Family Literacy Act
AEBG	Adult Education Block Grant
AJCC	America's Job Centers of California
ARS	Automated Referral System
ASD	Autism Spectrum Disorder
ASE	Adult Secondary Education
BWC	Burbank Workforce Connection
CA	California
CAEP	California Adult Education Program
CalWORKs	California Work Opportunity and Responsibility to Kids
CBO	Community Based Organization
CDC	Center for Disease Control
CDCR	California Department of Corrections and Rehabilitation
CDE	California Department of Education
CE	Career Education
CHSPE	California High School Proficiency Exam
CIE	Competitive Integrated Employment
CNC	Computer Numerical Control
CoC	Continuum of Care
CWDB	California Workforce Development Board
DCFS	Los Angeles County Department of Children and Family Services
DCSS	Department of Child Support Services
DD	Developmental Disabilities
DEA	Disability Employment Accelerator
DR	Department of Rehabilitation
DSPS	Disabled Students Programs and Services
DSS	Department of Social Services
ECA	Entrants Cash Assistance
EDD	Employment Development Department
ELL	English Language Learner
ESL	English as a Second Language
FACTS	Foothill Area Community Transition Services
FERPA	Family Educational Rights and Privacy Act of 1974
FY	Fiscal Year

Acronym	Definition
GCC	Glendale Community College
GCCDRC	Glendale Community College District Regional Consortium
GUSD	Glendale Unified School District
GYA	Glendale Youth Alliance
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IPE	Individualized Plan of Employment
IPP	Individual Program Plan
IRC	International Rescue Committee
IT	Information Technology
ITP	Individual Transition Plan
JSPAC	Joint Special Populations Advisory Council
LA	Los Angeles
LABRPU	Los Angeles Basin Regional Planning Unit
LCSA	Local Child Support Agency
LEARNs	Local Education and Resource Network Services
LPA	Local Planning Agreement
LRC	Lanternman Regional Center
LWDA	Local Workforce Development Area
MCEDS	Medi-Cal Eligibility Data System
MOU	Memorandum of Understanding
NILC	National Immigration Law Center
OJT	On-the-Job Training
PA	Pre-Apprenticeship
PCP	Person Centered Planning
PE	Potentially Eligible
PIP	Paid Internship Program
PTA	Parent Teacher's Association
PWD	People with Disabilities
RA	Resettlement Agencies
RCA	Refugee Cash Assistance
REP	Refugee Employment Program
RIISE	Regional Immediate Intervention Services for Employment
SELPA	Special Education Local Planning Area
SIV	Special Immigration Visa
SST	Student Study Team
SWP	Strong Workforce Partnership
TRECK	Transition Resources for Employment and Career Knowledge

Acronym	Definition
TSE	Transitional Subsidized Employment
UAA	Uniquely Abled Academy
US	United States
VESL	Vocational English as a Second Language
VJC	Verdugo Jobs Center
VR	Vocational Rehabilitation
VSTCC	Verdugo School To Career Coalition
VWDB	Verdugo Workforce Development Board
WAI	WorkAbility I
WDACS	Workforce Development, Aging and Community Services
WDB	Workforce Development Board
WEX	Work Experience
WIOA	Workforce Innovation and Opportunity Act
WIPA	Work Incentives Planning and Assistance Program
WR	Workforce Reentry
WSD	Workforce Services Directive
WSIN	Workforce Services Information Notice
E&T	Employment and Training
LACOE	Los Angeles County Office Of Education
DPSS	Department of Public Social Services