

Adult Education Implementation Meeting

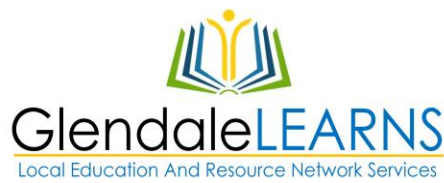
August 19, 2021 ♦ 1:00pm-3:00pm

Webex Meeting Agenda

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

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Roll Call	Alfred MaryAnn	5 min.
II.	Public Comment	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for July 15, 2021.	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	10 min.
V.	Professional Development & Partner Engagement	A. Program Presentation: Verdugo Jobs Center	Rasheedah Scott Ani Khachikyan	30 min
VI.	Strategic Planning	A. MOUs 2021-2022 & Logos B. Annual Plan 2021-2022 C. Partner Presentations D. Three Year Plan	MaryAnn	20 min
VII.	Partner Updates	A. Status & Updates	Partners	15 min
VIII.	Next Meeting	A. Next meeting date: September 16, 2021		
IX.	Adjourn	A. Adjournment		

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



Adult Education Implementation Virtual Meeting: WebEx

July 15, 2021 ♦ 1:00pm-3:00pm

Attendees: Abigail Espericueta, Guillermo Garcia, Laura Isaacs-Galvan, Louis Melendez, Edlin Abrahamian, Tina Andersen-Wahlberg, Maria Czech, Latasha Funderbunk, Caryn Panec

Board Members: Judith Velasco, Alfred Ramirez

Staff: MaryAnn Pranke

Meeting Notes

Agenda Item		Outcome
I.	Introduction	A. Welcome & Introductions <ol style="list-style-type: none"> MaryAnn conducted roll call to confirm attendees. Alfred welcomed the group and thanked the group for participating in the monthly meeting even though all partners continue to experience challenges during this pandemic.
II.	Public Comments	A. Community Comments <ol style="list-style-type: none"> No community comments submitted.
III.	Minutes	A. Review & Approval of Minutes for June 17, 2021 <ol style="list-style-type: none"> Minutes for June 17, 2021 were reviewed and approved as submitted.
IV.	Director's Report	A. Director Update & Report <ol style="list-style-type: none"> Alfred reported that the state has invested additional funds in adult education statewide and we will be seeing an increase in funding. GCC is looking to reopen with a "soft" opening in August, bringing staff and faculty back. Limited student services will begin and gradually increase over time. GCC may begin in-person courses in the Winter or Spring 2022. Construction of the parking lot will begin as GCC completes all purchase. GCC had some protestors that are concerned about losing housing; however, all concerns have already been addressed with residents.
V.	Professional Development & Partner Engagement	A. Presentation from The Student Success Center <ol style="list-style-type: none"> Maria presented the programs and services available through the Student Success Center including basic education and secondary education to earn a high school diploma or equivalent. Soft skills are also offered to teach

Agenda Item		Outcome
		students how to take notes in class, address test anxiety and learn to take tests.
VI.	Strategic Planning	<p>A. Brown Act Executive Order</p> <ol style="list-style-type: none"> 1. MaryAnn reported that the Governor had signed an Executive Order that reinstates the full requirements of the Brown Act, including in-person meetings. However, GlendaleLEARNNS may decide to continue virtual since a spike has been recorded in LA County that warrants continued precautions including virtual meetings. 2. Judy noted that the Verdugo Workforce Development Board (VWDB) would be resuming in-person meetings in October to meet the Brown Act requirements; however, they have experienced much greater attendance with virtual meetings. 3. MaryAnn will check with state CAEP office and see what other Consortia are doing and how stringent the state will be in implementing the Brown Act. MaryAnn also noted that By-Laws may need to be updated to address emergency events and virtual meetings. <p>B. MOUs 2021-2022</p> <ol style="list-style-type: none"> 1. MaryAnn announced that half of the MOUs for 2021-2022 were sent out and already returned by partners with signatures. MaryAnn thanked all the partners that returned the MOUs promptly. She noted that the other half would be sent out to remaining partners next week. <p>C. Preparation of Annual Plan 2021-2022</p> <ol style="list-style-type: none"> 1. MaryAnn presented the environmental scan and prior year performance for GlendaleLEARNNS to prepare for annual plan discussions. 2. MaryAnn reviewed the changes to the goals based on the discussions in the June meeting. Other changes discussed by the group: <ol style="list-style-type: none"> a. Broaden the goal for “Partner Access to CalJOBS” to “electronic access to student/participant information”. MaryAnn explained that different platforms are being explored so it may be CalAssist instead of CalJOBS.

Agenda Item		Outcome
		<p>b. Partner presentations will continue; however, professional development will also be incorporated during meetings.</p> <p>3. MaryAnn will finalize Annual Plan and send out to the group for review and comment.</p>
VII.	Partner Updates	<p>A. Glendale Library Arts & Culture:</p> <p>1. Guillermo shared that staff returned to work and will be opening with protocols in place to keep everyone safe. No workshops will be offered on site yet. Library is purchasing technology to have available for students and workshop attendees to borrow. Students will be able to check out the technology for the semester to complete their distance learning.</p> <p>B. Glendale Youth Alliance:</p> <p>1. Laura announced that GYA is still enrolling students who would like part-time or full-time jobs while they attend school. A flyer is included in the packet.</p> <p>C. The Campbell Center:</p> <p>1. Abigail announced that Campbell was still hiring for part-time positions and all are listed on indeed.com.</p> <p>D. VWDB/VJC:</p> <p>1. MaryAnn recognized the Verdugo Jobs Center (VJC) for ranking 7th out of 46 workforce boards in California for the number of adults enrolled in 2019-2020. MaryAnn noted that workforce boards that ranked 1-6 were much bigger in size with much more funding than VWDB/VJC, and contracted agencies to enroll participants while VJC was a single center with four case managers. MaryAnn also noted that VJC enrolled 866 participants in 2019-2020 outperforming bigger workforce boards such as Oakland and San Diego, and all other workforce boards in Los Angeles except for Los Angeles City and County Boards. For comparison, Pasadena enrolled 77 adults in the same time period compared to VJC's 866.</p>
VIII.	Next Meeting	Next meeting date: August 19, 2021

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 17, 2021, 02:53 AM UTC MaryAnn Pranke

19 Glendale Community College District Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

Representing the Glendale Community College District Regional Consortium, the Glendale Local Area Education Network Services (GlendaleLEARNS) is comprised of members and partners that implement adult education in the seven program areas as allowed by the California Adult Education Program (CAEP). Partners, including Glendale Community College (GCC), implement programs and services 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.” GlendaleLEARNS is organized with three Board members that are publicly appointed by their respective elected Boards or Council: GCC, Verdugo Workforce Development Board (VWDB) and Glendale Unified School District (GUSD). GUSD is a non-funded member; however, remains integral as a voting member. The VWDB also contributes to decision making and, under contract with GCC, coordinates GlendaleLEARNS partnerships including its 11 MOU partners, provides administrative support including planning and reporting, facilitates activities, student co-enrollments with partners, and other special programs. GCC is the administrative entity for the Consortium. 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 includes an environmental scan to evaluate current demographics, labor force data and economic environment. This environmental scan is enhanced with performance data available through Launchboard as well as student demographic data to better understand needs and barriers. Using results from the environmental scan, GlendaleLEARNS established four goals for its Three-Year Plan: 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 GlendaleLEARNS 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. The Logic Model also delineates the short-term goals and strategies that comprise the focus for the Annual Plans, with adjustments incorporated based on changes in the local environment. The short-term goals are the basis for the Annual Plan goals and objectives and the environmental scan provide the information that lead to the adjustments and new goals added to the Annual Plan. This allows GlendaleLEARNS to develop its Annual Plan based on environmental and other changes that impact our communities as well as our programs. On March 19, 2020 the Los Angeles County Board of Supervisors and Governor Gavin Newsom released an Executive Order to “Shelter in Place” as a result of the COVID-19 pandemic. In response, GlendaleLEARNS partners converted their programs to virtual services, including GCC which converted adult education courses to distance learning. The continued need for virtual programs was also examined and considered in the development of the 2021-2022 Annual Plan. Today, the Executive Order has been lifted and while the Los Angeles Basin appeared to be on the path to recovery, a recent spike in diagnosed COVID-19 cases has led to delays in reopening the GCC campus as well as partner facilities. While all partners have returned to work, most facilities remain closed to the public. Annual allocations, budgets and work plans are derived from the Three-Year Plan, and specifically, from the short-term plans to ensure alignment and support of the GlendaleLEARNS 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.” Key accomplishments in Program Year 2020-2021 include the continued development and implementation of new career pathways. Our Medical Assistant program was launched last year and continued this year, while our Dental Assistant program was launched this year. GCC and GlendaleLEARNS will continue working together to launch new career pathways that offer career opportunities for our target populations. Also continuing in 2021-2022 is the application of the strategic co-enrollment system for English Language Learners (ELL). The Medical Assistant program infuses English as a Second Language (ESL) and students are co-enrolled with Workforce Innovation and Opportunity Act Title I (WIOA) for work-based learning.

Regional Planning Overview

GlendaleLEARNS members and partners created a logic model for each goal and its related strategies. The logic models delineate activities, outputs, and outcomes which can serve as the roadmap or action plan to accomplish the strategies and meet the

overall goals. The Annual Plan incorporates the short-term goals and strategies delineated in the Logic Model of the Three Year-Plan to ensure that the Annual Plan directly accomplishes the implementation of the longer-term plan. The Annual Plan goals are reviewed quarterly during the monthly GlendaleLEARNS meetings to track progress and accomplishments. The annual environmental scan allows GlendaleLEARNS to update goals and objectives through its annual planning process and ensure that changing needs and priorities are addressed.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Expand Programs for Adults with Disabilities

How do you know? What resources did you use to identify these gaps?

The strategic planning process to develop the Three-Year Plan and Annual Plan includes 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 results are used by the partners to identify areas that need to be addressed and determine if fewer or additional resources should be invested. Launchboard data showing the demographics of students and outcomes, are also used to understand the student population. Further, data to understand the impact of the COVID-19 pandemic on the local community were reviewed during the 21-22 Annual Planning process to identify additional needs of the community. Based on these results, the partners identified key gaps and needs for the region. The City of Glendale is home to 6,563 individuals of working age (18-64 years) with disabilities. Of this total, 2,532 are in the labor force; however, 4,031 are not. Although there could be many reasons why 61% of working age individuals with disabilities 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. Further, individuals with cognitive disabilities in Glendale have an 18.5% unemployment rate while those without cognitive disabilities is 10.9%. The overall unemployment rate for individuals with disabilities is 14.7%. It is important to note that these double digit unemployment rates are significantly lower than past years' rates. These current rates are reported for 2019 when the country and Glendale were experiencing economic prosperity. The COVID-19 pandemic began in 2020; therefore, the most current rates may be significantly higher due to the economic downturn as a result of the emergency event. While GlendaleLEARNS has focused on expanding services to adults with disabilities, data show that the need remains for addressing the unemployment rate of this population, in particular those with cognitive disabilities. The pandemic greatly affected participation with many having difficulty participating virtually and concerns with safety kept them from entering work-based learning or employment. Expanding and customizing services to meet the needs of this target population, including career pathways, remains a priority for GlendaleLEARNS.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be determined by monitoring measures and outcomes. Specific measures will be monitored including: number of Adults with Disabilities (AWD) enrolled; number of AWD that complete their programs; and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Progress will also be tracked through weekly reports generated for students enrolled in career pathways in both, CAEP and WIOA. GlendaleLEARNS Coordinator receives CalJOBS reports

Regional Need #2

Gaps in Service / Regional Needs

Contextualize ESL & integrate in Career Pathways to expedite transition to gainful employment for ELL

How do you know? What resources did you use to identify these gaps?

The City of Glendale's current population is 200,232 with 102,525 of these foreign born. A total of 65,066 of the foreign-born residents report speaking English "less than very well" indicating the continued need for ESL throughout the region. Further, 107,500 of these residents are living at or below the poverty level. To address this gap, GlendaleLEARNS will continue to expand ESL offerings throughout the region as the City begins its recovery post-pandemic. ESL students were also greatly affected by the pandemic and taking on the role of homeschooling for their children, limited their time available for attending ESL virtual

courses. Further, GlendaleLEARNs identified the need to develop career pathways that address the specific needs of English Language Learners (ELL) and infuse contextual ESL within the curricula to expedite skill acquisition and transition to gainful employment. Resources: US Census.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: Number enrolled in ESL, number of ESL that complete their programs, and number who enter employment or higher education. Measures will be monitored through quarterly participant reports submitted to the state. Student Success Teams will also be established for each career pathway, which allows the co-enrolling partners to exchange information and monitor student progress to ensure success completion and transition to employment.

Regional Need #3

Gaps in Service / Regional Needs

Create Career Pathways that lead to gainful employment that lift residents out of poverty

How do you know? What resources did you use to identify these gaps?

The current poverty rate for Glendale is 13.5%, and the total number of residents living below the poverty level is 36,911 and the total number of households living below the poverty level is 17,330; however, only 3,566 of these households are receiving CalFRESH which represents only 14% of those living under the poverty level even though they may be eligible for the assistance. Furthermore, the pandemic has created a new population of low income residents. The City of Glendale unemployment rate increased from 3.5% in December 2019 to 20.6% in May 2020 at its peak due to layoffs as a result of business closures. More than 65 businesses closed with only half reporting that they might recall the employees they laid off, according to VWDB. While current unemployment rates have since declined, they remain in double-digits for Glendale at 10.4% for the month of May 2021, significantly higher than the state unemployment rate of 7.5% and the national rate of 5.8%, and slightly higher than the Los Angeles County rate of 10.1%. Resources used for data: US Census and EDD Labor Market Information Division monthly labor Reports to VWDB.

How will you measure effectiveness / progress towards meeting this need?

Specific measures will be monitored including: number enrolled in ABE/ASE, number of ABE/ASE that complete their programs with measurable skills gains; number who enter and complete career pathways; number who participate in work experience; number who enter employment and wage at placement. Measures will be monitored through quarterly participant reports submitted to the state.

Regional Need #4

Gaps in Service / Regional Needs

Continue Distance Learning, Virtual Services and Expand Digital Literacy

How do you know? What resources did you use to identify these gaps?

The "Shelter in Place" order as a result of the pandemic, required GlendaleLEARNs partners to convert their programs to virtual services, including GCC which converted adult education courses to distance learning. The greatest challenge in this conversion was that many students did not have the technology to participate in virtual courses or services provided by partners. With the absence of laptops and iPads, students tried to access courses on their phones, but found limitations in trying to access features such as chats. Another challenge was the lack of digital literacy accessing the virtual platforms as well as features. Instructors and staff spent significant time teaching digital literacy to students on the phone and through email so they could participate in courses and services. Digital literacy was a greater challenge for ELL than other participant/student groups. The prolonged and continued pandemic will require the continued use of distance learning and virtual services. Furthermore, offering distance learning as well as in-class instruction provides additional opportunities to increase participation for students, including working parents. Therefore, distance learning is expected to continue beyond the recovery of the pandemic, making digital literacy a core competency that will need to be addressed for students in order to ensure equity in access to education and services. Continued professional development in the virtual platforms and technology is also needed for staff and faculty to be able to use the platforms as well as assist students who have basic technological issues while accessing programs and services, that can easily be addressed. Because GlendaleLEARNs serves a predominantly multi-barriered population, the digital literacy gap was much more significant than initially anticipated. This digital literacy gap is consistent with the study conducted by the National Skills Coalition (Applying a Racial Equity Lens to Digital Literacy), which found that more than half of workers of color needed digital skills.

How will you measure effectiveness / progress towards meeting this need?

Measures to determine if the digital literacy gap is being addressed will occur by monitoring the number of students that access technology through a library “checkout” system. GlendaleLEARNs will use its partners to offer additional resources including WIOA supportive services and track usage through the partners. GlendaleLEARNs will also monitor the number of enrollments in distance learning courses, including enrollments in digital literacy courses.

Regional Need #5

Gaps in Service / Regional Needs

Expand Access to Supportive Services through Partnerships

How do you know? What resources did you use to identify these gaps?

The impact of the pandemic changed the economic security for many, as voiced by GlendaleLEARNs students and participants. The need for assistance with basic living expenses and food security was voiced by many students and participants. Greatest needs were assistance with: childcare, books, technology, food and shelter. Parents are also looking for care and tutoring at home to assist students with virtual K-12 education. Moreover, counseling services are also needed to assist in navigating the benefits that are available and budgeting, including unemployment insurance and stimulus check. Moreover, the stress and concerns of the prolonged pandemic, sheltering in place and isolation, fear of infection and anxiety with vaccine safety have added to the students health and well-being. GCC has experienced an increase in the need and demand for counseling services.

How will you measure effectiveness / progress towards meeting this need?

GlendaleLEARNs will be able to monitor the number of students that access supportive services through GCC campus and may be able to access information from some GlendaleLEARNs partners. Supportive services are tracked for those served under WIOA and the data can be released to GlendaleLEARNs to provide an overall view of some students that access supportive services.

Gaps In Service

New Strategies

Strategy #1

Developing Career Pathways for Special Populations: 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. Career pathways will focus on preparing underserved populations including low-income, ELL, and adults with disabilities to ensure equity in access and opportunities for economic equity through employment. GlendaleLEARNs will use the Medical Assistant program for ELL as a model for other career pathways. GlendaleLEARNs also hopes to resume in-classroom instruction as soon as it is safe to do so. The Verdugo CNC Machinist Academy for students with disabilities was postponed due to the pandemic and will be a priority for resumption as soon the campus can reopen.

Strategy #2

Co-enrollment with Partners for Work-Based Learning: Continue to partner with Department of Rehabilitation (DOR), VJC as the local America's Jobs Center of California (AJCC), CalWORKs, and Glendale Youth Alliance (GYA) for work-based learning opportunities. Work-based learning will continue to include career exploration, work experience/paid internships, and on-the-job training to effectively transition career pathway graduates into employment.

Strategy #3

Continue Offering Distance Learning Opportunities: GlendaleLEARNs will continue to offer courses in a distance learning platform as the campus remains closed and the pandemic continues to delay reopening. Distance learning also offers convenient access to education which can continue even when the campus reopens. Hybrid models can also be explored as the campus gradually opens and can also continue based on need of the students.

Seamless Transitions

New Strategies

Strategy #1

Marketing & Outreach: Marketing and outreach is an identified by the partners during the three-year planning process to increase public awareness of adult education opportunities as well as all services available through GlendaleLEARNs' partners. Efforts will include the development of a comprehensive strategy for outreach to include social media, marketing assets, and other tools for introducing the community to adult ed. Strategic outreach will focus on adult education as the source for educational and skills upgrading to return to work following the pandemic, regardless of whether it is with the previous employer or a new one.

Strategy #2

Sharing Career Plans: GlendaleLEARNs will continue sharing career plans across agencies when co-enrolling participants. Most partners, including GCC, develop service or career plans for their students/consumers. FERPA forms are on file for sharing information with partners and the sharing of career plans can facilitate co-enrollment, co-case management, and seamless delivery of instruction and services.

Strategy #3

Partner Access to Co-Enrolled Student Data and Information: GlendaleLEARNs will continue to support the VWDB's efforts to allow access to CalJOBS by partner co-enrolling students/participants. While this effort has been delayed with the refocus of EDD to unemployment insurance due to the pandemic, the VWDB will resume efforts to expand access to CalJOBS or any other platform that allows the access of partner information that will assist in meeting the needs of students.

Student Acceleration

New Strategies

Strategy #1

Continue ABE/ASE/ESL Bridge Programs: GlendaleLEARNs will continue to use its current bridge programs available through the Student Success Center, in math, reading, digital literacy, and ESL that prepare students to enter career pathways and employment. Efforts will include using technical math designed for engineering programs to prepare students entering the CNC Machinist Academy.

Strategy #2

Resume College and Career Pathways Course: GlendaleLEARNs will resume its College and Career Pathways as preparation to enter career pathways, including the Verdugo Academies for priority populations. After being postponed during pandemic, GlendaleLEARNs will assess student needs and interests to resume the program or revise as needed to meet student needs. GlendaleLEARNs will focus on converting this program to distance learning as an offering to students with disabilities.

Strategy #3

Integrate ABE/ASE/ESL in Career Pathways: GlendaleLEARNs will continue to integrate ABE/ASE/ESL in the career pathways for a seamless transition of students to career education and subsequent job placement. GlendaleLEARNs will use the model set forth by the Medical Assistance Academy which incorporates ESL, offering a unique opportunity for ELL.

Strategy #4

Explore and Assess Digital Options and Continue Offering Digital Literacy: GlendaleLEARNs will continue to assess student needs for digital options and distance learning and explore opportunities for expanding options. GlendaleLEARNs partners will continue to offer digital literacy to students to ensure they are able to access programs and services.

Professional Development

New Strategies

Strategy #1

Continue Partner Presentations: GlendaleLEARNS will continue to schedule partner presentations during monthly meetings on services available, eligibility factors for those services, and process for student referrals to those services. The GlendaleLEARNS partner Memorandum of Understanding (MOU) has been revised to include commitment from partners to conduct presentations annually to keep all partners informed of available programs and services.

Strategy #2

Continue Accessing Labor Market Information and Presentations: GlendaleLEARNS will 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. Continue to capitalize on VWDB's expertise in research and analysis to continue providing data-based environmental scan as the basis for developing Annual and Three-Year Plans. Presentations to partners will continue to be scheduled to keep partners informed of changes in the local economic landscape.

Strategy #3

Continue Enhancing Communication Across Partners: GlendaleLEARNS will establish a communication system that shares reports and other GlendaleLEARNS updates across all partner leaders, staff and faculty to facilitate co-enrollment and co-case management. Continue to use monthly meetings and partner presentations to promote communication across all partners.

Strategy #4

Develop a CAEP Orientation for GlendaleLEARNS: GlendaleLEARNS will implement an orientation to GlendaleLEARNS and CA Adult Education Program (CAEP) that is available for all leaders, staff and faculty.

Strategy #5

Continue Offering Opportunities for Professional Development: GlendaleLEARNS will continue offering opportunities for professional development by: sharing information on conferences and workshops available virtually and in-person, scheduling trainings to occur during monthly meetings to cover priority topics, coordinating partner presentations to keep all partners informed of programs and services available, and posting reports and other resources on GlendaleLEARNS website for partners to access.

Leveraging Resources

New Strategies

Strategy #1

Partner with VWDB and other GlendaleLEARNS Partners to Leverage Resources: GlendaleLEARNS will continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies. Expand referrals to partners to access available Supportive Services such as printers, technology, and assistance with rent and utilities. Continue to partner with GCC Verdugo campus for its monthly food pantry and assist in recruiting volunteers to distribute food to students and residents. Further, GlendaleLEARNS will continue its partnership with Parent Education that can assist parents who are assuming a teaching role due to children being educated at home and/or through distance learning due to the pandemic.

Strategy #2

Participate in WIOA MOU and Local and Regional Workforce Plans: GlendaleLEARNS will 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.

Strategy #3

Participate in Co-enrollment to Leverage Resources: GlendaleLEARNS will 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.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The Annual Plan is derived from the Three-Year Plan for GlendaleLEARNs and approved by the Board of Directors. Allocations are in alignment with the goals and strategies outlined in the plan and are also delineated accordingly in the CFAD and Member Plans which are also reviewed and approved by the Board of Directors in public meetings. This ensures that all expenditures are in compliance with CAEP and directly benefit or support student learning and goal achievement. Staff salaries are focused on instructors delivering instruction and/or coordination and support of program development, partner coordination and delivery of services to students. Similarly, other expenses include the tracking and reporting of CAEP services, other services to students including job development and job placement assistance, and materials and supplies for program operation and delivery of instruction.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Carry over funds may occur due to delays in carrying out programs and services as well as billing for services, because of the closure of facilities and campus. Invoices will be processed by September 2021 and expenditures will be recorded at the time of payments issued. Using the FIFO method for expenditures, we expect any carryover funds to be expended in rendering payment for these invoices. Funds are not carried over beyond the expenditure timeline for an apportionment. Funds received for 2020-2021 that are not spent by June 30, 2021 are expected to be spent by December 31, 2021. GlendaleLEARNs makes every effort to expend its apportionment in the program year that the funds were received and has been successful in accomplishing this goal in the years just prior to the pandemic.

Certification

Glendale CCD - Member Representative

Alfred Ramirez

Administrative Dean, Continuing and Community Education

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GlendaleLEARNs Coordinator

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Approved by Dr. Alfred Ramirez

08/13/2021 02:04 PM PDT

Glendale Unified - Member Representative

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Approved by Glendale Learn MaryAnn Pranke

08/13/2021 11:24 AM PDT

Verdugo Workforce Development Board* - Member Representative

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Approved by Judith Velasco

08/13/2021 03:30 PM PDT



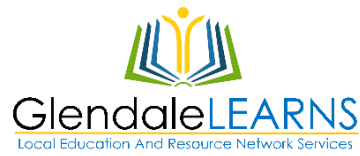
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Meeting Schedule
Program Year 2020 - 2021



Month	Date	Partner Presentation
July	July 15, 2021	Student Success Center
August	August 19, 2021	Verdugo Jobs Center
September	September 16, 2021	CalAssist - Nicole Laktash, EDD
October	October 21, 2021	Armenian Relief Society & Copy/Design
November	November 18, 2021	TRECK
December	December 16, 2021	
January	January 20, 2022	
February	February 17, 2022	
March	March 17, 2022	Three-Year Plan
April	April 21, 2022	Three-Year Plan
May	May 19, 2022	Three-Year Plan
June	June 16, 2022	Three-Year Plan
July	July 21, 2022	
August	August 18, 2022	
September	September 15, 2022	



FALL 2021

GOOGLE WORKSPACE FUNDAMENTALS

Come and learn about Google Workspaces!

- Using the Google Account Dashboard and Settings
- Security in Google
- Gmail – labels, searching, attachments & more
- Google Calendar – Synchronizing and sharing
- Publishing and editing Videos on YouTube

August 30–September 22, 2021

STV 72–Google Workspace Fundamentals

Ticket #5032

Mondays and Wednesdays

8:00 a.m.–12:00 p.m.

Remote

Instructor: Chris Wilson



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- Case management
- Supportive services

*** Must meet program guidelines and complete necessary forms to qualify**

GLENDLEYOUTHALLIANCE.ORG

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

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



SUMMER TRAINING & EMPLOYMENT FOR STUDENTS (STEPS)

Are you between the ages of 16-21?

We have paid Summer Jobs for students with disabilities!

Apply today!!

For more information call 818-937-8073

In partnership:



The Summer Training & Employment for Students is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY 818-548-3857

YOU CAN EARN UP TO \$1,500 ■ LEARN VALUABLE LIFE SKILLS

Eligibility Requirements:

- ☐ Must be a LA County Resident
- ☐ 16-21 years of age
- ☐ Have a documented disability
- ☐ Have the right to work in the U.S.
- ☐ Must have a work permit, if under 18

Program Design:

- ☐ 120 hours of paid work experience
- ☐ 20 hrs Work Readiness training
- ☐ Supported Services available based on individual needs

Submit applications:

Glendale Youth Alliance/STEPS
1255 S. Central Avenue
Glendale CA 91204

Or email applications to:

JVargas-Goulet@Glendaleca.gov
mtitlah@Glendaleca.gov

Verdugo Jobs Center

Employment Services

Verdugo Jobs Center offers free programs to help you get trained, find employment and retain your job!

Career Services

- Job Connections
- Career Counseling
- Job Search Assistance

Job Skills Training

- On-the-Job Training
- In-Class Training

Workshops

- Resume Writing
- Interview Skills
- Job Success

Want to learn more?

We're here to help, fill out our contact form today!

3 ways to access the VJC Contact form:

SCAN



Or

**CALL
818-937-8000**



Or

**CLICK
[VJC Contact Form](#)**



Verdugo Jobs Center

1255 S. Central Ave.

Glendale, CA 91204

Mon—Fri 8:00 am – 5:00 pm

Phone and Virtual

www.verdugojobscenter.org



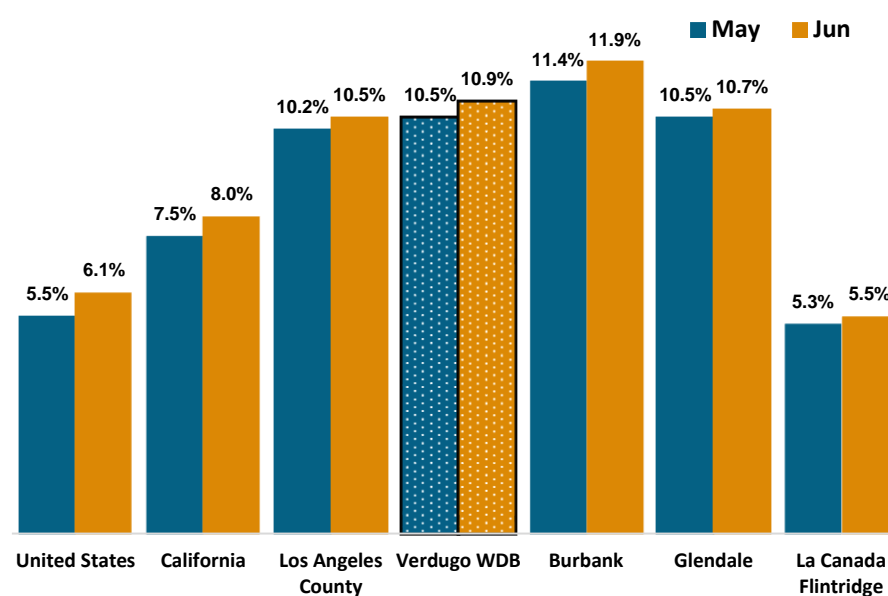
America's **JobCenter**
of CaliforniaSM

The Workforce Innovation and Opportunity Act is an Equal Opportunity Program.
Auxiliary aids and services are available upon request to individuals with disabilities. TTY (818) 548-3857.
Requests must be made within 3 business days of the event.

June LA County Industry Sectors Ranked by Employment Size¹



Unemployment Rate (%)²



Online Job Advertisements – June 2021 Help Wanted OnLine³

Top Employers

Disney – 657
 Warner Media – 597
 Anthem Blue Cross – 397
 Providence Health & Services – 158
 Adventist Health – 133
 Allied Universal – 112
 University of Southern CA – 95
 Dignity Health – 77
 Burbank Unified – 70
 Entertainment Partners – 64

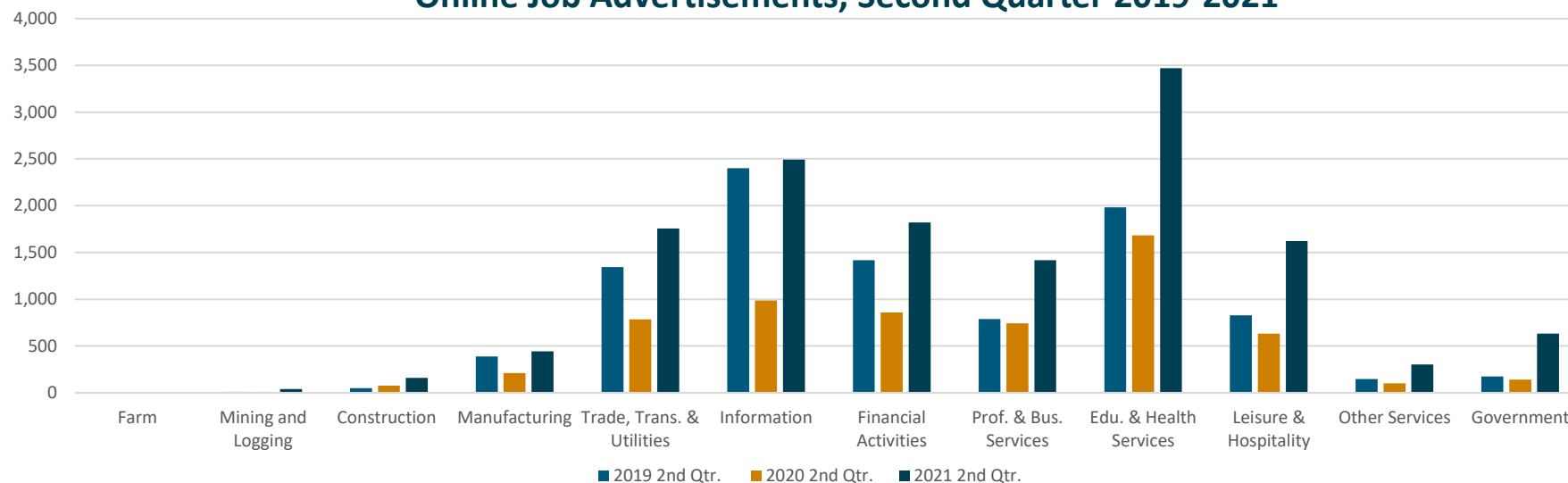
Top Occupations

Registered Nurses – 488
 Retail Salespersons – 367
 Managers, All Other – 341
 Customer Service Representatives – 298
 Sales Reps, Wholesale and Mfg, Except Tech. and Sci. Products – 292
 Computer Occupations, All Other – 252
 Marketing Managers – 211
 First-Line Supervisors of Retail Sales Workers – 204
 Software Developers, Applications – 195
 Medical and Health Services Managers – 188

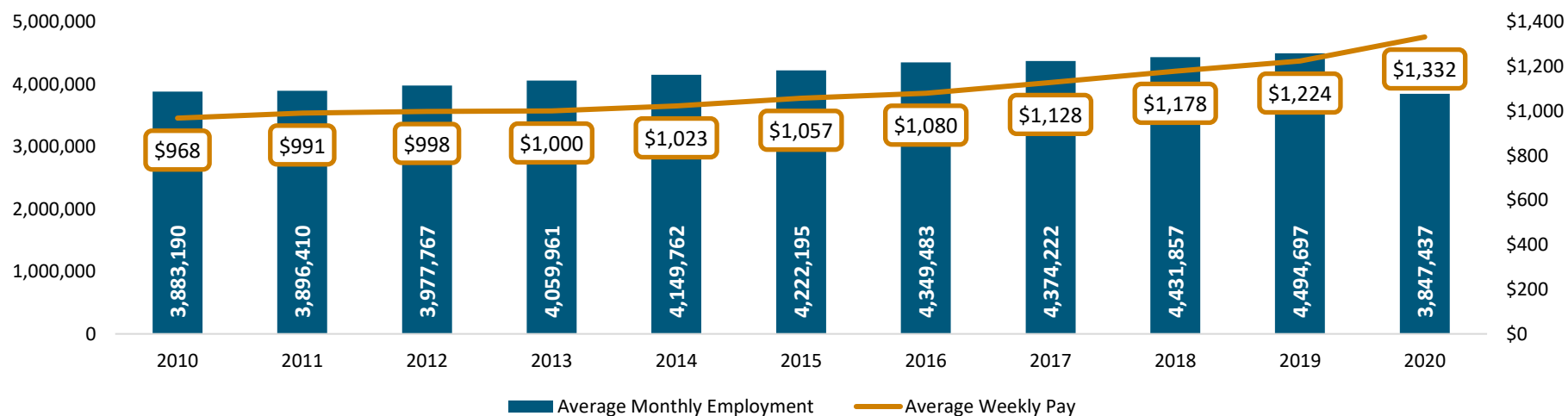
Top Cities

Burbank – 5,638
 Glendale – 5,341
 La Canada Flintridge – 295

Online Job Advertisements, Second Quarter 2019-2021³



Second Quarter Average Monthly Industry Employment and Weekly Pay -LA County⁴



Sources: ¹ Current Employment Statistics (June 2021), ² Local Area Unemployment Statistics (June 2021), ³ Labor Insight (Burning Glass Technologies); Help Wanted Online (2019-2021), ⁴ Quarterly Census of Employment and Wages (2010- 2020, 2nd Quarter)

Do you qualify for CA COVID-19 Rent Relief?



Are you behind on rent or utilities?



Have you experienced a financial hardship due to COVID-19?



Is your income less than 80% of the Area Median Income?

Check eligibility and apply at HousingIsKey.com
or call 833-430-2122



CA COVID-19
RENT RELIEF



FOR IMMEDIATE RELEASE

July 16, 2021

CONTACT

Bob Lanter

blanter@calworkforce.org

916-806-1228

Governor Newsom Signs AB 150 Including the Homeless Hiring Tax Credit Included in 2021-2022 California Budget

COVID's job losses and business hardships hit economically disadvantaged individuals and small businesses the hardest; homeless hiring incentives can address equity issues

Sacramento – As part of the 2021-2022 budget, today Governor Newsom signed Assembly Bill 150 which includes the groundbreaking California Homeless Hiring Tax Credit that would simultaneously confront the homelessness crisis facing California, address the job losses stemming from the COVID-19 pandemic that have disproportionately harmed low-income communities, and ease the significant financial strain that many small businesses are currently experiencing.

Originally introduced in the legislature this year by State Senator María Elena Durazo (D-Los Angeles) and State Assemblymember Richard Bloom (D-Santa Monica) through a package of legislation - Senate Bill 424 and Assembly Bill 675 - the concept became a budget priority in both the State Senate and Assembly, reflected in the Joint Budget Proposal sent by the State Legislature to Governor Newsom earlier this month.

Establishing a tax credit between \$2,500 and \$10,000 per qualified homeless individual hired will create access to meaningful employment and pathways to careers for up to 3,000 individuals. Under this plan, a qualified employer that hires three full time employees may claim up to \$30,000 in tax credits annually, thereby assisting both individuals experiencing homelessness in addition to businesses that need additional support to recover from the economic impacts of the pandemic.



To qualify to receive the credit, an eligible employer will need to pay wages subject to withholding under the Unemployment Insurance code, pay family-supporting wages at or above 120% of minimum wage, and employ the individual for at least 500 hours in that taxable year.

According to a study released by the Los Angeles Homeless Services Authority (LAHSA) in 2020, over 66,000 individuals were experiencing homelessness on any given night in Los Angeles County. Additionally, the Los Angeles Economic Development Corporation reports that LA County lost 437,000 jobs in 2020, will have 354,000 fewer living wage jobs in 2021 compared to the pre-pandemic economy, and that 738,672 living wage jobs need to be created for the entire LA County workforce to achieve the basic needs of a family. Moreover, at least 25% of people experiencing homelessness have no prior employment experience; of those who did have employment experience prior to COVID-19, two of the top four employment industries were retail and food service – which have been heavily impacted by COVID-19. To support small businesses and ensure an economic recovery that works for Californians most in need, it is essential to prioritize our homeless neighbors who have experienced historical barriers to employment and even steeper barriers over the last year due to the pandemic.

“Today, California took a giant step forward in addressing homelessness at the local level through the community-based service providers and those that they serve by encouraging and incentivizing connecting those individuals experiencing homelessness with the employers in their community looking to hire,” Bob Lanter, Executive Director of the CA Workforce Association said. “This will be an important tool for our workforce boards across the state to use when providing crucial help and services to the homeless. The CA Workforce Association appreciates all of the hard work that Senator Durazo and Assembly Member Bloom put into this effort and commend the State of California for their ongoing efforts to address homelessness.”

###

Expiration of Federal Extended Unemployment Benefit Programs

Workforce Services Information Notice WSIN21-08

Issued: August 5, 2021

The Employment Development Department (EDD) is notifying the workforce development community that the following federal extended unemployment benefit programs under the *CARES Act* will end:

- Pandemic Unemployment Assistance (PUA) - **September 4, 2021**
- Pandemic Emergency Unemployment Compensation (PEUC) - **September 4, 2021**
- Federal-State Extended Duration (FED-ED) – **September 4, 2021**
- Federal Pandemic Unemployment Compensation (FPUC) - **September 4, 2021**
- Mixed Earner Unemployment Compensation (MEUC) - **September 4, 2021**

The week ending September 4 is the last payable week for PUA, PEUC, FED-ED, FPUC (also known as Pandemic Additional Compensation), and MEUC benefits. Claimants can continue to certify for federal extended unemployment benefits after September 4, 2021 to receive their payments under these federal programs, if eligible. Additionally, any pending payments involving these federal programs will be processed retroactively after the September 4 deadline if a claimant is later determined eligible.

Due to improving economic conditions in California, the state no longer meets the federal threshold for offering maximum FED-ED benefits of up to 20 weeks. Starting August 8, those eligible for a FED-ED extension can only collect up to 13 weeks of benefits. FED-ED benefits will not be payable after September 4. For claimants receiving benefits on a FED-ED extension filed before August 8, and have already collected 13 weeks of benefits or more, those FED-ED extensions end on August 7, even if there is a balance left on the claim.

The EDD will continue to pay regular unemployment benefits. New PUA applications will be accepted for 30-days after September 4, so long as the period of unemployment benefits sought is before September 4, 2021.

For more information on the expiring programs, review the [Federal Unemployment Benefits chart \(PDF\)](#) and check for updates at the [Federal Provisions for Unemployment](#) webpage.

As a reminder, Californians receiving unemployment benefits should be looking for suitable work to maintain their eligibility. The EDD mailed individual notices to claimants in phases, informing them of their specific work search requirements. The precise work search requirements for an individual depends on state and federal law and the type of claim a person is on.

Connecting Californians to Other Benefit Programs

California offers many benefit programs to aid people as federal benefits expire, such as healthcare coverage, rental and food assistance, telephone and internet subsidies, the Low Income Home Energy Assistance Program, and small business grant programs. Links to these programs are available through the EDD's [Additional Resources](#) webpage. The EDD also provided new resources to help claimants get back to work, as featured on the [Returning to Work](#) web page.

America's Job Center of CaliforniaSM staff and workforce partners are encouraged to familiarize themselves with the helpful resources and dates above in preparation for the expiration of federal extended unemployment benefit programs.

Please use these resources as you assist your customers and share this information with interested parties.

/s/ RICARDO FAVILA, Acting Chief
Central Office Workforce Services Division



California Community Colleges

Workforce Budget Highlights - Fiscal Year 2021 - 2022

August 2021



Dear Colleagues,

With the 2021-22 State Budget passage, we have much work to do in investing the significant one time and ongoing funds for our system to help our fellow Californians get back to work and address the growing workforce skills gaps employers were experiencing even before the pandemic. Furthermore, the pandemic and the move to remote work accelerated the demand for digital skills that individuals need to successfully navigate the digital economy.

California's unemployment rate went from a record low of 3.9 percent in February 2020 to a record high of 16.4 percent within a few months, triggered by the pandemic and the resulting recession. The State budget prioritized funding to quickly put people back to work and expand the skills and degree attainment of working adults. With the recent removal of many pandemic restrictions by counties and cities in the reopening of businesses, hiring has become a focal point for many businesses in ramping up operations to meet demand.

The Chancellor's Office has partnered with the Labor and Workforce Development Agency to collaborate on and coordinate the envisioning of these regional investments for greater impact. Funding to regions will focus on programs that lead to training, reskilling, and upskilling of California's workforce for jobs in growth occupational sectors, new ones created by advancement in technologies, and promoting the economic mobility of Californians.

The newsletter provides highlights and an overview of what to expect in the coming months and your role in ensuring the California Community Colleges system is ready to rebuild California's economy and future expansion.

Sheneui Weber

*Vice Chancellor, Workforce and Economic Development
California Community Colleges Chancellor's Office*



Getting Californians Back to Work

California's economy is already showing signs of renewed energy. For Hire signs are everywhere, and job postings are growing as employers ramp up to keep up with pent-up consumer spending. Short-term workforce training programs created in partnership with employers will be a crucial priority in the recovery. To ensure the effectiveness of short-term workforce training, colleges must provide the appropriate skills and competencies that match job requirements and ensure in-demand skills are incorporated into the training. Particular attention should be focused on training for jobs that provide individuals with a living wage, as well as jobs with promising career prospects and wage progression.

In prioritizing recovery with equity, training and education programs must include comprehensive support services to ensure individuals, particularly Black and Latinx students, have access to assistance that removes learning barriers such as basic needs (food, housing, transportation, childcare, access to technology, etc.), as well as the availability of ongoing coaching so as to enter full employment that is well-matched with employers. Immigrants and first-generation students require assistance to navigate our complex systems and programs.

Many community colleges already partner with community-based organizations to create a mosaic of support structures to ensure student success. We Colleges must continue this work to build and expand partnerships with community-based organizations, social justice and equity groups, employment social enterprises, and others such as local workforce boards, who are vital in supporting the retraining and upskilling of low-to-middle-skilled workers to successfully enter high-skilled jobs.

The budget reflects the Governor and Legislature's support for several priorities that are well aligned with the system's Vision for Success. Three priorities that are particularly applicable to the efforts colleges have been undertaking include:

1. Experiential or Work-based Learning

- Students who have experienced work-based learning opportunities are better prepared for work and employment success. Apprenticeships are often considered the “gold standard” of work-based learning in connecting workers to middle-wage jobs, but the model can be costly and resource-intensive.
- There is a need for more flexible models such as “earn and learn” that take some of the traditional elements of the apprenticeship model, recombining, adding, and adapting its strengths into more flexible learning and on-the-job training strategies that encourage greater employer participation by showing the business case, allowing workers to gain critical skills while they earn income.
- There will be opportunities to test and explore leveraging new partnerships and approaches, with resources such as Employment Training Panel and High Road Training Partnerships, to better serve working adults with new skills acquisitions, that enable job and wage mobility.

2. Credit for Prior Learning

- Seventy percent of our students are part-time and adult learners, and many of them work and bring experiences and knowledge from current or prior employment. Many are looking for short-term workforce training to gain skills that facilitate career and wage advancement.
- Colleges can expand enrollment by building infrastructure and create processes for assessing prior learning knowledge and skills gained outside of the classroom for these students.
- Clear pathways into credit certificates and degree programs are necessary, as well as technology tools and resources that prepare counselors and faculty to support all students in demonstrating their skills and knowledge to determine eligibility for credit.

- Key to the credit for prior learning strategy are processes that blend external learning with college learning in micro-credentials that stack up to a degree. Capacity-building work with faculty will be necessary to assess learning from various experiences, including developing criteria for college-level learning and rubrics to determine equitable competencies for students, in addition to the fostering of a culture that will transform learning recognition across the college, which also supports competency-based education.

3. Competency Based Education (CBE)

CBE allows students to take control of their learning pace, time, and place; a student-centered learning approach. The Chancellor's Office is currently working with eight colleges to pilot CBE. Career Technical Education (CTE) and workforce programs have, on the most part, structured learning based on learning skills and competencies (nursing, automotive, culinary, etc.). I highly recommend a recent article by Vice Chancellor Aisha Lowe, **Competency-Based Education: A Blueprint for More Equitable Education-Employment Pathways**, which provides additional insights into CBE, and implications for all community college programs.

Here's an example of why credit for prior learning is essential in helping our students from all walks of life jump-start and accelerate their career goals.

I met a student who had earned a bachelor's in accounting in Peru with over ten years of professional experience. When she came to the United States, her language barrier prevented her from continuing her profession. She made a living cleaning houses and enrolled in English as a Second Language courses online. As her English improved, she was able to get a job at H&R Block, which she springboarded into her own tax preparation service. She is now pursuing a degree in business to start her own business.



Strong Workforce Program (SWP)

SWP has been given an ongoing annual increase of \$42.4 million. The increase affords colleges the ability to utilize funds for additional innovation in CTE programs. Colleges are encouraged to experiment and test strategies that:

- Integrate SWP with other programs such as Apprenticeship and Adult Education.
- Target employer engagement with new employers or community-based organizations serving underrepresented populations.
- Provide comprehensive supports (working with student services and career centers) for part-time and adult learners to enter CTE pathways and accelerate CTE completion and job outcomes.
- Utilize the flexibility provided in offering noncredit and not-for-credit programs in partnership with employers that also feed into credit pathways.

For the 2021–22 fiscal year only, legislators called out three priority occupational sectors, encouraging colleges to use up to 10% of their SWP funding to develop and expand experiential work-based learning programs:

- Cloud computing (a key technology area related to cybersecurity, internet-of-things, artificial intelligence, data analytics, etc.)
- Sectors impacted by the Los Angeles and Long Beach Ports' goal for zero emissions by 2035, including the transportation industries investing in zero-emissions technologies.
- Supply chain management sector, which is also highly driven by technology.

California Apprenticeship Initiative (CAI)

The new state budget doubled the investment for CAI to \$30 million. In 2018, Governor Gavin Newsom set an ambitious goal of reaching 500,000 active apprentices by 2029.

Through the CAI, the Chancellor's Office has structure funding opportunities to expand apprenticeships beyond the traditional fields of building trades and construction, focusing on new and innovative sectors such as agriculture, culinary arts, early care education, healthcare, hospitality, and information technology, to name a few.

New America recently released a new report, **"The Road to 500,000 Apprentices,"** which recommended how the State could significantly expand apprenticeships.



Workforce Partnerships at The State Level

The California Community Colleges Chancellor's Office and the California Labor and Workforce Development Agency (LWDA) have collaborated on a broad-based workforce recovery package that aims to address and incorporate the following principles and approaches in making regional investments:

- Address regional equity gaps in employment and higher education participation rates
- Support short-term workforce training with flexible pathways that meet regional employer workforce needs and leads to job growth, retention, or placement, with a clear strategy to credentials incorporating credit for prior learning
- Create earn-and-learn models with flexible bite-sized learning approaches that move low-to-middle-skilled workers into middle-to-high-skilled careers
- Support and encourage regions to establish partnerships with employers that incorporate the High Road elements
- Incorporate the entrepreneurial mindset in workforce programs and ensure higher-equity participation of underserved students
- Encourage the next generation of innovators and entrepreneurs, particularly underserved groups that have faced opportunity gaps, as well as creating more social enterprises that provide quality jobs
- Provide comprehensive supports, including job preparation and placement, and other services for part-time and adult learners that require coordination within colleges and with regional ecosystem partners to leverage current state program investments more effectively

The new one-time investments include:

High Road Training Partnerships (H RTP)

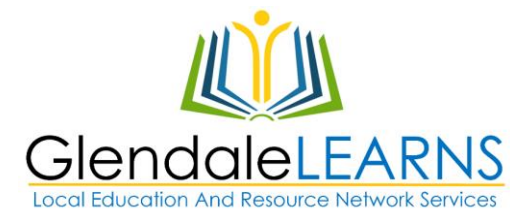
\$10 million for colleges to build the infrastructure and capacity necessary to fully engage in and support H RTP regional partnerships. The investments will be targeted to serve greater numbers and a higher diversity of Californians, reskilling and upskilling workers in occupational sectors that will lead the economic recovery and produce job outcomes.

Regional Partnerships

\$10 million for community colleges already engaged in broad-based regional workforce partnerships with a demonstrated track record of job outcomes for the region, as well as regional partnerships that have been effective in addressing the short and long-term skills gaps and workforce pipeline that is transforming the regional economy.

Next Steps

Over the next few months, the Chancellor's office will be sharing additional details and guidelines for funding distribution and opportunities. The urgent priority for these new funds and one-time resources over a five-year period is to support our communities to rebuild a stronger and more resilient and equitable post-COVID economy.



Verdugo Jobs Center Services

The WIOA Title I program is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. To better serve the public, this Verdugo Jobs Center operation is sponsored by a partnership of local and state agencies

WIOA Title I Eligibility

- Adults (≥ 18 yrs.) with Barriers to Employment
- Dislocated Workers (DWs)
- Youth / Young Adults (Ages 18-24)





✓ Resume Writing

- ▶ Case managers work closely with clients to create or edit resumes

✓ Job Search

- ▶ Case managers provide job search assistance by referring different job leads to clients, depending upon client's career goals and class schedule

✓ Labor Market Research

- ▶ Case managers map out an employment plan of action for clients while honoring their current education status and future educational goals
- ▶ Case managers assess what types of educational and/or training is necessary for client to meet their immediate and long term employment goals
- ▶ Case managers provide research on in-demand, growing industries and career pathway options

✓ Special Grants

- ▶ Case managers inform clients about specialized, targeted grants which may assist with various supportive services outside of workforce but still in line with their goals

✓ On the Job Training and Work Experience

- ▶ Case managers can determine eligibility for on the job training or work experience programs

Referral Process (VJC Contact Request Form)



Promoting VJC Services

- ▶ Inform the client that they may be asked to provide their right to work documentation in order to complete Title I WIOA app
- ▶ Ensure that the client has a general understanding of the services available under Title I WIOA.
- ▶ Next, click on the VJC Contact Request Link to complete the referral



Establishing Communication

- ▶ Our goal is to facilitate clear communication between VJC, the client and the referring agency
- ▶ Please ensure that you fill out the referral agency section on VJC Contact Request Form



Ensure services are accessible and equitable

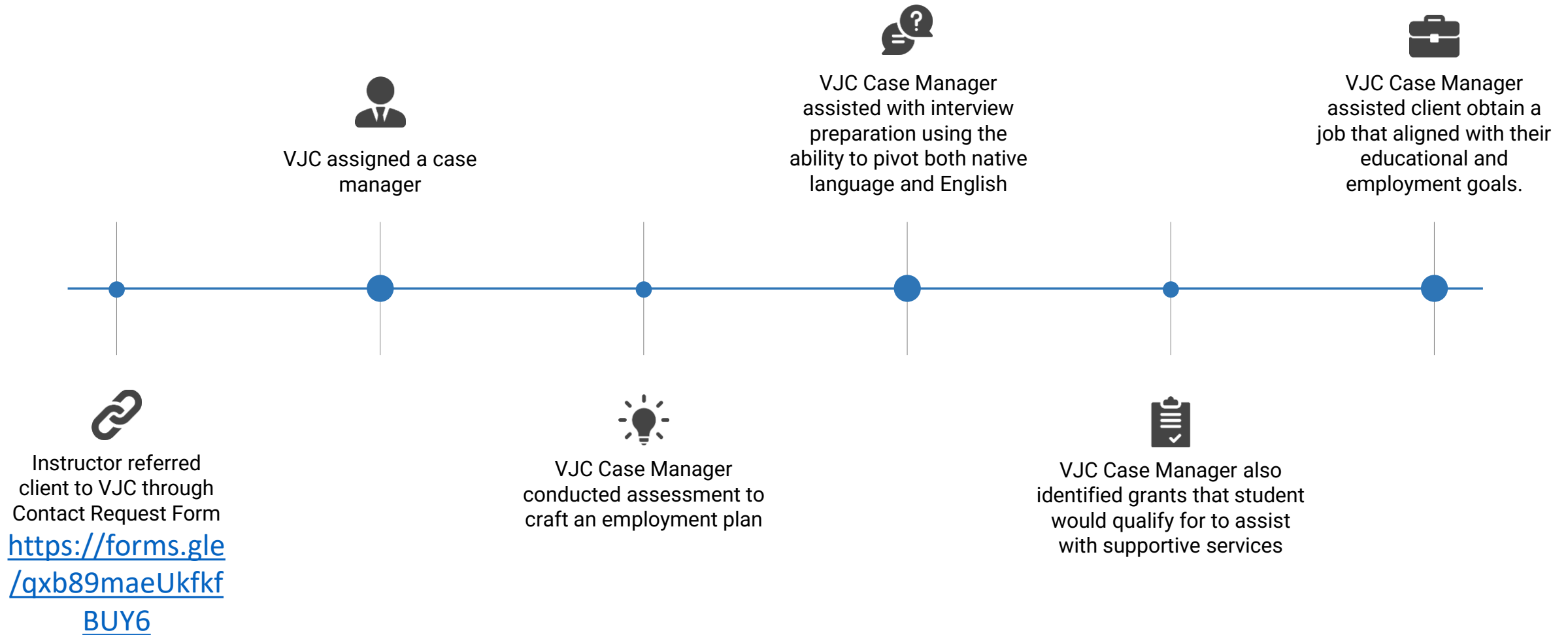
- ▶ VJC offers workforce services in threshold languages
- ▶ VJC offers workforce services virtually and in person (given COVID protocols)
- ▶ VJC utilizes employer partnerships to advocate for Adult Educational job seekers

Enrollment – In Practice



- ✓ **Adult Ed Student:**
Student L
- ✓ **NEED:**
Supportive Services
- ✓ **NEED:**
Assistance creating a resume
and interview preparedness
- ✓ **Consideration:**
English Language Learner

Referral Process – In Practice (cont'd)



How to connect with Verdugo Jobs Center

SCAN



CALL
818-937-8000



CLICK

<https://forms.gle/qxb89maeUkfkfBUY6>



Ani Khachikyan;
akhachikyan@glendaleca.gov
818-937-8018



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