

Adult Education Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
August 23, 2018 ♦ 1:00pm-3:00pm

Agenda

Agenda Item		Purpose	Person(s) Responsible	Time Frame
I.	Introduction	A. Welcome & Introductions	Alfred	5 min.
II.	Public Comments	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for July 16, 2018	Board	5 min.
IV.	Director's Report	A. Updates from the Director 1) AEBG is now California Adult Education Program 2) Three Year Planning	Alfred	30 min.
V.	Planning	A. Annual Plan 2018-2019 i. Review of Final Document ii. Action Planning iii. Future Meetings Schedule iv. GlendaleLEARNS Showcase v. State Policy Workgroup for Co-Enrollment Update	MaryAnn	30 min
VI.	Announcements & Next Steps	A. Announcements 1) Partner Announcements 2) Next meeting date: September 20, 2018	All	30 min
A.	Adjourn	Adjourn: 3:00 pm		

AEBG Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
July 19, 2018 ♦ 1:00pm-3:00pm

Meeting Minutes

Members: Alfred Ramirez, Judith Velasco

Partners Present: Aarin Edwards, Tina Andersen-Wahlberg, Rubina Markosyan, Emma Sanchez, Naomi Sato, Joylene Wagner

GlendaleLEARNS Staff: MaryAnn Pranke

Agenda Item		Purpose
I.	Introduction	A. Welcome & Introductions
II.	Public Comments	A. Community Comments (1) No comments entered
III.	Minutes	A. Review & Approval of Minutes for May17, 2018 (1) Quorum confirmed. Minutes unanimously approved as submitted
IV.	Planning	A. Annual Plan 2018-2019 (1) Annual Plan preparation continued. Attendees broke up into work groups and provided input into key planning elements: a. Meeting Regional Needs: i. More vocational training (gap) ii. More outreach to local companies about hiring/training needs iii. Include employers in design of training iv. Strategize employer event around training needs (2) Gaps in Service a. Continue expanding VESL

Agenda Item		Purpose
		<ul style="list-style-type: none"> b. Expand career exploration and job shadowing for CalWORKS students before assigning of vocational goals c. More vocational training (address regional needs as well) <p>(3) Seamless Transition</p> <ul style="list-style-type: none"> a. AWD: IT Bridge / Transition <ul style="list-style-type: none"> i. DSPS HTC Cabot Classes <p>(4) Shared Professional Development</p> <ul style="list-style-type: none"> a. Prioritize training needs b. Calendar of Conferences c. UAA/Verdugo IT: Cohort Trainers and Service Providers <ul style="list-style-type: none"> i. Training/info sessions/meetings d. Webinars <p>(5) Student Accelerator</p> <ul style="list-style-type: none"> a. CTL contextualized teaching and learning b. Explore P-Tech (Portantino) c. SEP WLA College; College and Career (J. Holmes) d. Mirroring: Engineer and Advanced Manufacturing e. Cooperative Work Exp course <ul style="list-style-type: none"> i. Feeder companies f. Bridge Programs <ul style="list-style-type: none"> i. Math and ESL non-credit to credit for basic skills preparation
V.	Announcements & Next Steps	A. Announcements 1) Next meeting date: August 23, 2018
A.	Adjourn	Adjourn: 3:10 pm

**AEBG Master Plan
Regional Collaboration Field Team
Conference Call Agenda**

**August 13, 2018 3:00 p.m.
(866) 434-5269; 753362**

- 1. Review and discussion:**
 - a. Proposed Definition of Regional Collaboration**
 - b. Proposed Principles of Regional Collaboration**
 - c. List of potential funding sources available to leverage**
- 2. Next Steps: Develop Regional Tools:**
 - a. Regional Stakeholder Responsibility map**
 - b. Guidance for Achieving Community Engagement in Regional Planning – would this be useful to regional consortia. If yes, should we use or modify existing guidance? Examples below/attached**
 - i. https://edd.ca.gov/jobs_and_training/pubs/wsd18-01att4.pdf**
 - ii. Meaningful Community Engagement for Workforce Planning Guide (WIOA Planning Guidance)**
- 3. Next meeting: Schedule Conference Call**

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Attachment 1

Proposed Definition of Regional Collaboration

Definition

Regional Collaboration is a process in which partnering entities share information, resources and responsibility to jointly plan, implement and evaluate a program of action to achieve common goals, build capacity and commitment, enhance capabilities of all, ensure accountability, and generate value for the region.

Collaborating partners must:

- work to achieve adult learner success and be student-centered
- share risks and rewards
- build relationships with a high degree of trust, transparency, commitment and effective communication
- be willing to learn from each other and agree to negotiate outcomes to meet the needs of all partners
- use performance and accountability measures to drive the process
- share space, clients and resources to ensure a joint identity

Attachment 2

Principles of regional collaboration

- Shared Commitment
 - Distribution of risk
 - Transparency
 - Trust
 - Sharing of resources
 - Culture of collaboration
- Client/Student Centered
 - Partnerships across systems with seamless transitions
 - Seamless services to students
 - Increased capacity
 - Equity and inclusiveness
- Communication
 - Raise the level of communication within the system
 - More informal meetings in casual settings
 - Accept differences and build common goals
 - Joint planning
 - Build real relationships (human centered design)
- Professional Development
 - Cross train to ensure there is “no wrong door”
 - Access and commitment to professional development
 - Find champions at each site
- Performance and Accountability
 - Measurement of successful collaboration
 - Informed by data
 - Share and use data
 - Results oriented
 - Shared accountability

Attachment 3

Partners and Funds Available to Regional Consortia:

The AEBG Master Plan will require regional consortia to provide an updated list of regional partners and an evaluation of the funds available to the members of the consortium and the entities that provide education and workforce services to adults in the region. The following is a list of potential funding sources and regional partners that may provide additional education and workforce services:

Workforce Development:

- America's Job Centers of California, including:
 - WIOA Title I and III
 - Employment Development Department: WIOA Title III
 - WIOA Title 1 Youth service providers
- Job Corps
- Employers and Business Associations

Community Based Organizations (operated by local non-profits), including:

- WIOA Section 166 Indian/Native American Programs
- WIOA Section 167 Farmworker Service Programs
- Refugee Resettlement Agencies
- CBO's providing education, training, re-entry, and support services to individuals with barriers to employment

California Community Colleges (operated by local community college districts), including:

- Economic & Workforce Development Program
- California Apprenticeship Initiative and Apprenticeship Instruction
- Carl D. Perkins Career Technical Education
- Community College Career Technical Education programs
- Community College CalWORKS program
- Disabled Student Program and Services
- Adult Education Block Grant

Jail/Prison Education Programs, (operated by State and County government) including:

- California Department of Corrections and Rehabilitation
- California Prison Industries
- County Jails and Probation

California Department of Education and Local Educational Programs, (operated by local school districts) including

- Elementary and Secondary Education

- Carl D Perkins Career Technical Education
- WIOA Title II
- Career Technical Education
- Adult Education Block Grant
- Literacy/English Language Learner Support
- Citizenship
- Special Education
- Individual with Disabilities Education
- Court and Community schools
- Regional Occupation Programs

County Health and Human Services Agency Programs, including

- Department of Rehabilitation (operated by State of California in regions)
 - Vocational Rehabilitation
 - WIOA Title IV
 - Competitive Integrated Employment
 - Department of Developmental Services
 - Regional Centers
 - State Developmental Centers
- California Department of Social Services – (operated by County government)
 - Temporary Assistance to Needy Families (TANF)
 - CalWORKs
 - CalFresh and CalFresh Employment & Training
 - Refugee Programs
- California Department of Child Support Services (DCSS) (operated by County government)

Library Literacy Programs (operated by County government)

*List of partners and funding sources extracted from the California Unified Strategic Workforce Development Plan 2016-2020 and Plan Modification (2018) and AEBG draft Master Plan guidance

https://cwdb.ca.gov/plans_policies/WIOA_Unified_Strategic_Workforce_Development_Plan/

https://cwdb.ca.gov/plans_policies/state-plan-modifications/

Meaningful Community Engagement for Workforce Planning

The Intent of This Tip Sheet

While the recommendations in this document are not exhaustive, it does reflect some key elements of a meaningful engagement process. If you have practices that have worked in the past to engage a broad and diverse participation of community members, stakeholders and required Workforce Innovation and Opportunity Act (WIOA) partners, consider these recommendation to help enhance your work.

Why do Community Engagement?

It is important to have community engagement and make good faith attempts to involve residents, stakeholders, required WIOA and other workforce programs in the planning process. A planning process without community engagement risks missing the mark on the needs of the community.

Benefits of Community Engagement?

1. Legitimacy and increased support for plans and projects. When you work with stakeholders and community, you receive the buy-in and support necessary to implement good projects.
2. Bringing people together can create an opportunity develop new resources and partnerships that will help serve your program participants more effectively.
3. Through a good faith planning process, we can begin to address equity concerns. We will not resolve those issues in one planning process, but an honest and transparent process will allow for new voices to emerge that may have previously not been at the table. When government does not shy away from difficult topics such as needs of target populations, cultural and language barriers etc., we can become a part of the solution to economic disparities.
4. This could lead to better projects. No matter how knowledgeable staff is, how much data they have, we can never fully be aware of the community concerns and voices without community input. Communities know their neighborhoods best and can offer insight on how to best access/deliver services/programs.

The intent of the planning process is to be inclusive and reflective of the programs and people you serve. For a robust process, we propose adhering to four basic principles:

The Four Principles:

1. Ask yourself who is missing?
2. Make a targeted outreach plan
3. Go where people are
4. Make the process accessible and meaningful

Who is Missing?

While Local Workforce Development Boards are required to follow local open meeting laws, this alone will not ensure meaningful inclusion and engagement of vulnerable populations.

- The California Workforce Development Board (State Board) has provided you with a list of stakeholders you can engage in the process, from required WIOA partners to organizations that serve low income social service program recipients, immigrants and refugees among many others. Develop relationships with these leaders to identify the barriers they have accessing

your services, identify target population needs and generally what are the barriers to employment target populations face.

- Other non-traditional stakeholders may include:
 - Disability rights groups
 - Faith organizations
 - Immigrant rights groups
 - Youth and foster youth advocates
 - Social and economic justice organizations
 - Ethnic based organizations
- Consider engaging faith based organizations, many tackle social justice and economic justice issues.
- Create many entry points for community engagement. This can include knowledge sharing, opportunities to educate new partners on workforce and asking for feedback etc.

Make a Targeted Outreach Plan

While it may be easy to replicate an old process or take shortcuts, doing it right will be worth the work. Given the State's increased focus on underserved and vulnerable populations, this work requires an equitable and successful engagement process. Pay special attention to target audiences, identify the best tools to conduct outreach, and have clear objectives and resources.

- Leverage existing networks of community based organizations, and using the State Board directory of workforce programs, expand your reach. Make sure you make a good faith effort to reach diverse communities, and don't be afraid to ask for advice from your partners that have a history of robust engagement processes.
- Attend/participate in community meetings or cultural events. This will be the best way to learn about the issues that matter to your community and the language and context in which they talk about them. This is important, be sensitive to the experiences that others in your community are living through. Be open to learning, and be mindful of power dynamics due to race, ethnicity, citizenship status, and class or gender differences.
- Aside from the planning process, create opportunities to have "meet and greets" with community groups and other stakeholders, so they can become more familiar with each other's programs, and hopefully build other partnerships. Get to know groups, and avoid working with groups that are not representative of the communities you are seeking to serve through your programs. Don't over rely on the groups you know or those that are easily identifiable, despite their good work, they likely aren't the only advocates in town.
- Build in incentives for participating in the planning process. Many of the individuals you want to participate will be working families or low income. Host your meetings in the evening and on weekends and whenever possible work with partners to help provide childcare.
- In California more than one-third of the workforce is foreign born and speak languages other than English. Provide interpretation at community meetings, engage your partners in making sure that the process is accessible. This will help increase participation and help communities feel more welcome into the process.

Go Where People Are

Work with partners to identify events already happening in your community. Turnout at community events can be difficult but if you plan ahead, and use community events to get the word out that will be a big help. Possible partners that can help you get out the word include libraries, churches, adult education partners (they have students that you may or may not already be serving) and of course your community partners.

Given the language barriers that many will face, think about outreach to non-English speakers beforehand, including the use of community radio shows, community newsletters, and your partner groups.

- Use diverse social media techniques to help share information on the planning process, what the workforce system is, how people can be involved and why their voice matters.
- Host your community engagement meetings/events at neutral sites, and make use of community spaces such as community centers, adult schools etc.
- Work with community organizations and education partners to help structure your meetings in the most constructive way possible.

Make the Process Accessible and Meaningful

It's a good idea to allow a neutral facilitation of your community engagement meetings for workforce planning when vulnerable populations are involved. While not required, it's highly recommended particularly if there isn't much trust or existing relationships. Creating a safe space where community members, leaders and stakeholders can have open conversations is important to the process. Often a neutral facilitator can help accomplish that safe space. The facilitator should understand the local community, facilitation should be comprehensive, not transactional. For example, a conversation on types of workforce trainings isn't about just identifying a list, it should also be accompanied by conversations around barriers that currently prevent people from accessing programs/services, and supportive services necessary.

- Be clear about the expectations around stakeholder engagement, equity inclusion and partnership. Work to proactively identify barriers to meeting those expectations and dedicate resources to address those needs.
- Communicate key decision points in your planning process, workgroup committees, deadlines, plan draft dates, public comment period, any votes etc.
- Structure your meetings to make sure you have representation from various communities, and be mindful to not structure meetings in such a way that their voices are marginalized during difficult conversations.
- If there are sub-contracting opportunities for community partners, be transparent about the process and encourage them to participate.
- Consider establishing an equity workgroup within your board to ensure you are long-term mindful of serving and working directly with targeted populations in your community.
- Proactively help cultivate new workforce leaders. Leaders in your community serving community can become your strongest allies, and best advocates.



California Nonprofits and the Public Workforce System: How CBOs Can Make Their Voices Heard in the WIOA Planning Process

This guide was authored by **Erica Bouris, Ph.D.**, who serves as a Technical Advisor for Workforce Development as a part of the Program Quality and Innovation Unit of the **International Rescue Committee**. This guide was published in July 2018.

Support for this work was provided by the **Grove Foundation** and the **Walter and Elise Haas Fund**.

An electronic version of this report can be accessed at <https://www.rescue.org/irc-document/california-nonprofits-and-public-workforce-system-how-cbos-can-make-their-voices-heard>.



Photo by Ethan Fichtner/IRC

Welcome to the *California Nonprofits and the Public Workforce System: How CBOs Can Make Their Voices Heard in the WIOA Planning Process*. This guide is designed to help CBOs learn about, participate, and influence one of the most important planning processes that shapes how the public workforce system serves the people and businesses of a local community—the local WIOA planning process.

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Through engaging in the planning process, nonprofit Community Based Organizations (CBOs) can help ensure that the local public workforce system serves all community members effectively, especially those that have barriers to employment. Further, CBOs that serve diverse, marginalized communities can play a key advocacy role in ensuring that the public workforce system meets federal requirements to provide equitable access to what are known as “special populations.”

An equitable, inclusive, and effective workforce system requires broad participation by all stakeholders and CBOs—with their deep, powerful connections to people in diverse communities across the state—are a critical voice in crafting a well-informed local Workforce Innovation and Opportunity Act (WIOA) plan that meets the needs of jobseekers and industry alike.

- In what follows, you will learn:**
- What is WIOA Local Planning? Why Does it Matter?
 - Workforce System Fundamentals: Understanding the Local System And Services
 - Who Makes Decisions About WIOA Investments and Services Locally?
 - How Much Funding is at Stake?
 - Where Do CBOs Fit Into This?
 - How Could Your CBO Engage in the WIOA Planning Process?
 - What Obligations Do WDBs Have in the WIOA Planning Process and Service Delivery?

The Workforce Innovation and Opportunity Act (WIOA) is landmark legislation that was most recently reauthorized in 2014. This federal legislation shapes America's public workforce system, helping to provide services to jobseekers and workers to industry.

Photo by Kathryn Rummel

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Individuals with Barriers to Employment and Special Populations:

What you need to know about how WIOA defines these categories



Individuals with Barriers to Employment

- Individuals with disabilities (including youth)
- Homeless Individuals (including youth)
- Displaced homemakers
- Indians, Alaskan Natives, and Hawaiian Natives
- Youth who are in or have aged out of the foster system
- Ex-offenders
- Individuals who are English language learners
- Individuals who have low levels of literacy
- Individuals facing substantial cultural barriers
- Farmworkers
- Individuals within two years of exhausting lifetime eligibility under the TANF program
- Single parents
- Long-term unemployed



Special Populations

- Basic skill deficient adults (including English language learners)
- Low-income individuals
- Recipients of public assistance



Veteran Priority

- Veterans receive priority for all Department of Labor (DOL) funded job training programs, including those under WIOA

What is WIOA Local Planning? Why Does it Matter?

What is WIOA Local Planning?

California—like all states—is required per federal WIOA legislation to have a state plan that lays out workforce goals, priorities, and overarching policy direction for the state. In order to achieve these goals, each region within the state is required to develop a local plan. This local plan is designed to align regional industry needs and local job training and education programs to ensure that together, they are meeting the needs of the regional economy while also supporting people in securing and advancing in jobs that offer opportunities for economic mobility in their communities. Local plans are required to

California’s State Plan emphasizes:

Fostering demand-driven skills attainment

Upward mobility for all Californians, including populations with barriers to employment

Aligning, coordinating, and integrating programs and services

inform California’s state plan and they can be understood as each community’s map for helping California achieve its overarching workforce goals and priorities.

Why Does it Matter?

Local WIOA planning matters for many reasons. It shapes the type of job training and education programs that will be available to community members as well as the models and strategies that will be used to deliver those programs. It addresses how all community members—including those with barriers to employment and special populations—are to have their needs met within the public workforce system.

Local WIOA planning provides a framework to help job training and education programs prepare people for actual or emerging jobs in that community based on timely labor market information.

Photos from above, left to right: Photo by Loren Anderson/IRC
Right photo: Photo by Emily Senaker/IRC



Where Can I Find California's State and Local WIOA Plans?

WIOA plans are public documents and are available for public viewing. You can find the state plan at: <https://cwdb.ca.gov/wp-content/uploads/sites/43/2017/12/Unified-State-Plan-plain-text.pdf>

Local plans are posted on the website of your local WDB and can also be found at: https://cwdb.ca.gov/plans_policies/.

It fosters alignment between the different institutions and systems that provide job training and education programs, as well as partner institutions from related systems such as social services, education, and corrections. It identifies local priorities, whether that is specific population(s) with barriers to employment, key industries with specialized workforce needs, specific collaborations between related public systems, or other issues that might be of particular importance to a local community.

Local WIOA planning also matters because there is a significant amount of funding that is allocated based on this plan. Where these resources go, what types of programs and services they support, and which community members and industries they reach are of great importance to local communities, especially those concerned with equity of opportunity and economic mobility for all.



Photo by Misha Cohen/IRC

Workforce System Fundamentals: Understanding the Local System and Services

While WIOA is federal legislation, the public workforce system that operates within this legislation is highly decentralized. In order to effectively engage in a local WIOA planning process, it is important to understand the role of the state workforce board and staff, local workforce development board (WDB) and their staff, American Job Centers (AJCs), and contracted service providers.

State WDB

Each state has a state level workforce investment board that is comprised of stakeholders including industry, representatives of the state workforce including organized labor, representatives from other public systems (for example, health and human services and education), and others. In California, this board is known as the California Workforce Development Board. The state WDB and the staff that support the WDB help set the direction for the entire state (including the development of a state level workforce plan), ensure that the state's workforce activities are implemented in accordance with federal policy, administer funding, provide labor market information, set administrative policy that supplements federal policy, and monitor performance of WIOA service provision in the state.

Local WDBs

Each state is divided into multiple regions and each region has a local WDB. Much like the state WDB, the local WDB is comprised of stakeholders from industry, representatives of the local workforce including organized labor, representatives from other related public systems, and others. The local WDB is responsible for developing a local workforce plan, adhering to federal and state workforce policy in the delivery of services, administering



Photo by Misha Cohen/IRC

funding, providing local labor market information, and monitoring performance of WIOA service provision whether those services are directly administered by WDB staff or they are administered by a contracted service provider. It is required that 51% of the WDB members be from the private sector. Further, it is required that 20% of WDB members represent the local workforce, which includes representation from labor unions and CBOs.

Finally, California also has Regional Planning Units (RPU). There are 14 RPUs across the state and they serve to bring together workforce partners at a regional level so that they can collaboratively plan for and address workforce issues in the broader region.

American Job Centers (AJCs)

American Job Centers (AJC)—referred to as America's Job Center of California (AJCC) in California—operate in local communities providing services to job seekers, especially those that face barriers to employment. These services can include assistance with job search, workshops on topics such as resume writing and

In California, there are 45 local WDBs and hundreds of AJCCs.

Where Can I Find My Local WDB?

Visit https://cwdb.ca.gov/local_boards/local_workforce_investment_associations/ to find your local WDB.

Where Can I Find Contracted Service Providers in My Region?

Current contractors and upcoming procurement processes are listed on the website of your local WDB.

interviewing, referrals to job training and other services, and assistance identifying and paying for specific job training. AJCCs are required to be able to offer services to all of the populations that WIOA identifies as having barriers to employment. AJCCs may also support “rapid response” services which are specialized services offered to businesses that are preparing for significant layoffs and need support in helping a group of individuals find new jobs and/or re-train for new careers. AJCs are sometimes operated directly by the local public workforce system but in many cases, AJCs are operated by contracted service providers. They may be standalone facilities, or located within other institutions such as community colleges, adult education centers, or correctional facilities.

Contracted Service Providers

Most local WDBs contract out a significant amount of service delivery. This might include the operation of AJCCs, services for youth, veterans, or other populations with unique barriers to employment, special projects such as specific career pathway programs or industry-led initiatives, and more. These contracted service providers are CBOs and non-profits, secondary and post-secondary educational institutions, and for-profit companies. These contracts are generally awarded through competitive procurement processes which may happen at any time throughout the year.



Photo by Jim Stawniak/IRC



Photo by Jessica Wawrzyniak

Who Makes Decisions About WIOA Investments and Services Locally?

At the local level, the WDB makes decisions about the allocation of WIOA funds and the delivery of services to individual community members and businesses. Staff who work for the WDB play an important role—they work with contracted service providers on a daily basis, deliver some services directly, conduct labor market research, engage business and industry, draft “Requests for Proposals” (RFPs) to support the procurement process, support performance monitoring, and more—but fundamentally, the WDB is responsible for making decisions about investments and services.

The local WDBs receive most of their funding through the state workforce entity. In California, these funds are administered through the Employment Development Department (EDD). Most of these funds are “formula” funds, which means they are allocated based on a fixed formula that takes into account key factors such as population and rates of unemployment. In addition, the state workforce entity allocates additional funds directly to a mix of WDBs and other service providers. These additional funds are known as “discretionary” funds because they are allocated outside the scope of the “formula” funds. Discretionary funds can be used to support a wider array of workforce programming including projects that serve special populations, innovative pilots and new program models, investments in key industries, and other initiatives. It is important to note that these funds are still WIOA funds and individuals served under these

funds must still meet WIOA eligibility criteria and typically, the relevant WIOA performance metrics must still be met by the projects.

Finally, some Department of Labor funding decisions are made at the federal level. Certain programs and initiatives—including YouthBuild, some apprenticeship programs, and the National Farmworker Jobs Program (NFJP)—are decided at the federal level through an open national procurement process. These resources can be important supplements to formula and discretionary funds in a local community.



Photo by Misha Cohen/IRC

Each state has a set-aside of WIOA “discretionary” funds, nicknamed “the Governor’s 15%.” These funds are often used in a more targeted, flexible fashion but individuals served under these funds must still meet WIOA eligibility and performance outcomes. In 2017, these funds totaled more than \$60.9 million in California.



Photo by Charlie Bibby/FT

How Much Funding is at Stake?

There are several types of WIOA funds, as well as non-WIOA funds that support the public workforce system in California—more than two dozen in total. The table below shows the four main types of WIOA funds, their purpose, and the total allotment in California for Fiscal Year 2017/2018. It also includes WIOA funding that is allocated directly to states to serve veterans but falls outside of the core WIOA programs.

FUND TYPE	PURPOSE	AMOUNT IN CALIFORNIA IN FY2017/2018
WIOA Title I	Job training and career services to adults, dislocated workers which includes basic, individualized, and follow-up services; also services to youth (16-24)	\$390 million
WIOA Title II	Education and literacy for adults, including ESL, adult basic education, adult secondary education/ high school equivalency, and civics; includes provisions for Integrated Education and Training with clear links to vocational and career training	\$95 million
Wagner Peyser (Title III)	Employment services and labor market matching services, especially for individuals receiving unemployment insurance and business with hard-to-fill positions; services are always co-located with Title I services offered through AJCs	\$128 million
WIOA Title IV	Vocational rehabilitation programs for people with disabilities	\$313 million
Jobs For Veterans State Grants	Job training for veterans	\$20 million

Where Do CBOs Fit Into This?

CBOs fit into the local workforce system in many ways. When they participate in local planning processes or hold seats on the WDB or sub-committees or working groups, they help to ensure that conversations about workforce plans, services, and programs are informed by the perspective of community groups, especially those working with populations that have barriers to employment.

In many communities, CBOs are contracted through the local WDB to deliver workforce development services and programs in a community-based model. They are able to leverage their expertise working with specific communities—immigrants, refugees, returning citizens, people with disabilities, and others—to deliver programs that are responsive to the unique needs of these populations and are offered in an accessible, community-based environment.

CBOs also sometimes play a role as referral partners for individuals accessing services through AJCCs. For example, if it is determined that an individual accessing services at an AJCCs will need help renewing work authorization documents or needs assistance applying for an affordable housing program, the AJCCs staff member might refer the client to a CBO provider.

Similarly, the workforce system sometimes leverages employment-related programming offered by CBOs to help individuals accessing services at an AJCCs achieve their employment goal. This could be programming such as vocational ESL classes or work readiness classes that are offered in a community-based location.

Finally, CBOs are innovators of workforce development programming, especially in serving individuals with barriers to employment. Many effective program models—from social enterprise, earn and learn job training programs to special bilingual programs for English Language Learners—have been developed by CBOs and these best practices are now beginning to inform services offered across the workforce system.



Photo by John Lok/IRC



Photo by Huntstock

CBOs in Action: Examples of CBOs Shaping Workforce Planning and Service Delivery

- **In Los Angeles, CBOs working with opportunity youth—especially those who were gang-involved, foster system involved, homeless, and out of school—were key voices in shaping the region’s strategy to focus WIOA youth funds heavily on out of school, disconnected youth through a one-stop, neighborhood based model.**
- **The WDB members in Humboldt County included—in 2018—representation from a CBO serving Native American Populations, helping to shape service delivery in this community so that it is responsive to the needs of this population.**
- **California’s English Language Learner (ELL) Navigator Project—funded through WIOA discretionary funds now being implemented in five communities across the state as a part of the public workforce system and within AJCs—drew heavily on the program models, practices, and input of immigrant and refugee serving CBOs that demonstrated success in serving these populations with workforce services.**
- **San Diego County has contracted providers including a refugee and immigrant serving CBO and a CBO focused specifically on returning citizens and the justice-involved population. These providers deliver Title I services including job training and career services in a community-based model.**
- **Several CBOs are project partners in California’s Workforce Accelerator Fund, an initiative that is focused on designing, developing, and implementing projects that accelerate employment and re-employment strategies for California jobseekers.**

How Could Your CBO Engage the WIOA Planning Process?

It is helpful to think about how your CBO could be involved in the WIOA planning process by thinking about both the processes you could use to get engaged and the topics you might address. Finally, it is important to understand the WIOA planning timeline to maximize the impact of your engagement with the process.

PROCESSES

Attend a WDB meeting

All WDB meetings are open to the public and are generally held monthly. Simply attending one of these meetings to observe is a good first step. It will allow you to learn about what key topics your WDB is currently engaged with, get a sense of who is on the WDB and who might be a good ally on the issues that are important to your CBO, and as a way to familiarize yourself with the overall language of the public workforce system if that is new to you.

Public comment at WDB meeting

At each monthly meeting of the local WDB, there is a time for public comment. Typically, this is limited to 3-5 minutes per speaker, and sometimes, you must notify the WDB in

advance of your desire to make a public comment. You can usually find information about the public comment process, as well as a schedule of upcoming WDB meetings, on the website of your local WDB. Be prepared to sign in before the meeting starts and wait your turn until your name is called to deliver your public comment. It is advisable to bring a written copy of your testimony and/or other leave behind material While you can observe the WDB meeting, you will not be allowed to participate in the conversation outside of your public comment as that is reserved for active members of the WDB.

Community Engagement and Listening Sessions Open to the Public

Many WDBs host community engagement and listening sessions that are open to the public as a part of their WIOA planning process. By attending one of these sessions, you—and the community of clients you serve—have the chance to share feedback about how well the workforce system is meeting the needs of the community. Unlike attending a public WDB meeting as a listener, these sessions are designed to be participatory so you will have time to engage in conversation and share your views.

Invite WDB staff to Key Meetings Within Your Stakeholder Group

Is your organization holding a day-long conference on immigrant economic mobility? Convening community groups to talk about neighborhood-based programming for opportunity youth? These types of occasions present a great opportunity to invite a staffer from the local WDB. Review the WDB website and see which staff(s) might be the best fit and send an email to get connected. This will provide an opportunity for WDB staff to learn about issues related to workforce development from within your stakeholder group.

Share Reports

Many CBOs produce reports that touch on key issues whether that be the experiences of foster youth, refugee employment outcomes, the results of pilot programs serving disabled adults transitioning to work, or any number of relevant topics. These reports can be shared with a local WDB, helping them to learn about key issues in the community. You can send an email to the appropriate staff(s) person based on a review of the WDB website, or consider giving public comment and then providing copies of the report as a leave behind for WDB members.

Join a Committee or Working Group

While serving as a member of the workforce board requires an application process, vote, and formal appointment (see below), it is sometimes possible to join a committee or working group of the WDB more informally. You can learn about what committees or working groups exist by attending WDB meetings and/or reviewing the agendas and minutes posted on the WDB's website. A simple email to the head of the committee or working group can usually help you determine whether you can join and the logistics of the group. These committees and working groups might be addressing issues such as coordination between systems (e.g. probation and the workforce system), special populations, industry partnerships, or other key topics.

Apply to be on the WDB

You can find the process posted on your WDB's local website. Of note, this process often takes some time and it is competitive. It is also driven by specific timelines, as vacancies come due when an appointed member's term is over. Usually, CBO stakeholders will be more successful in this strategy after a period of sustained engagement using some of the other strategies described in this guide. In the long-term though, this can support sustained, in-depth engagement with the local WIOA planning process.

How to Make an Impactful Public Comment

Do:

- Prepare in advance
- Identify who you are and why you bring an expert or important perspective
- Stick to one main topic that is relevant to the WDB
- Consider using data in addition to experience or anecdotes
- Be respectful
- Stay within the time limit
- Bring written copies of your testimony or other materials as handouts
- Thank the WDB members for their time in listening

Don't:

- While raising an issue or asking for accountability is appropriate, refrain from unprofessional or accusatory behavior
- Ramble—3 to 5 minutes goes quickly!
- Present things that are hearsay or rumor



Photo by Jonathan McBride/IRC

Where Can I Find Information About Community Demographics?

U.S. Census and American Community Service Data are good starting points, especially because you can look at comparative rates of unemployment, poverty, and educational attainment for specific populations at the zip code, census tract, city, and county level.

Cont'd: Where Can I Find Information About Community Demographics?

The American Fact Finder and Census Quick Facts page are both user friendly resources. Note that WIOA encourages states to use a variety of “accurate, timely, and reliable” information when implementing services in accordance with priority of service policies. You can suggest additional demographic or community data resources to your local WDB.

TOPICS

Community Demographics

For a CBO that works with individuals with barriers to employment or populations that fall under the priority of service guidance, one of the most important things that you can do is provide information about that population to the workforce system. Sometimes, the reason a WDB has not focused services to a specific population is because they are not familiar with the presence of that population in the community. It sounds simple, but putting a number to the population you serve—and highlighting if there are certain neighborhoods or areas that are particularly impacted by that population—can be a critical first step in encouraging the WDB to include reference to this population in the local plan and ultimately, to serve that population more effectively.

Program Models that Work with Special Populations

In some communities, a WDB might be sensitized to the presence of special populations but might be struggling to understand how that population can be effectively served in workforce development programs. In particular, they might worry that if those special populations to try to access services in an AJCCs, they might not be successful which can impact the strict performance measures that all WIOA operators must adhere to. CBOs often are experts in delivering workforce development programs that work for these special populations and sharing that model as a part of the local WIOA planning process can help workforce stakeholders begin to think about the “how” of serving populations with barriers. If you are sharing a program model, it will be most compelling if you can clearly demonstrate—with data—the outcomes

you have achieved, especially as they pertain to job placement, job retention, attainment of industry-aligned credentials, and meeting local employer needs.

Partnership(s) with Industry that are Meeting Business Need

The workforce system has a dual customer model which means that it is designed to meet the needs of both industry and jobseekers. In general, workforce system stakeholders are always interested in innovative, effective partnerships with industry so if through your programming you have developed an exceptional industry partnership, highlighting it can be a great strategy to engage the WDB. It is most effective if you can deliver this message jointly with your industry partner. This might mean showing up together to make a public comment, sharing a co-authored report, or both.

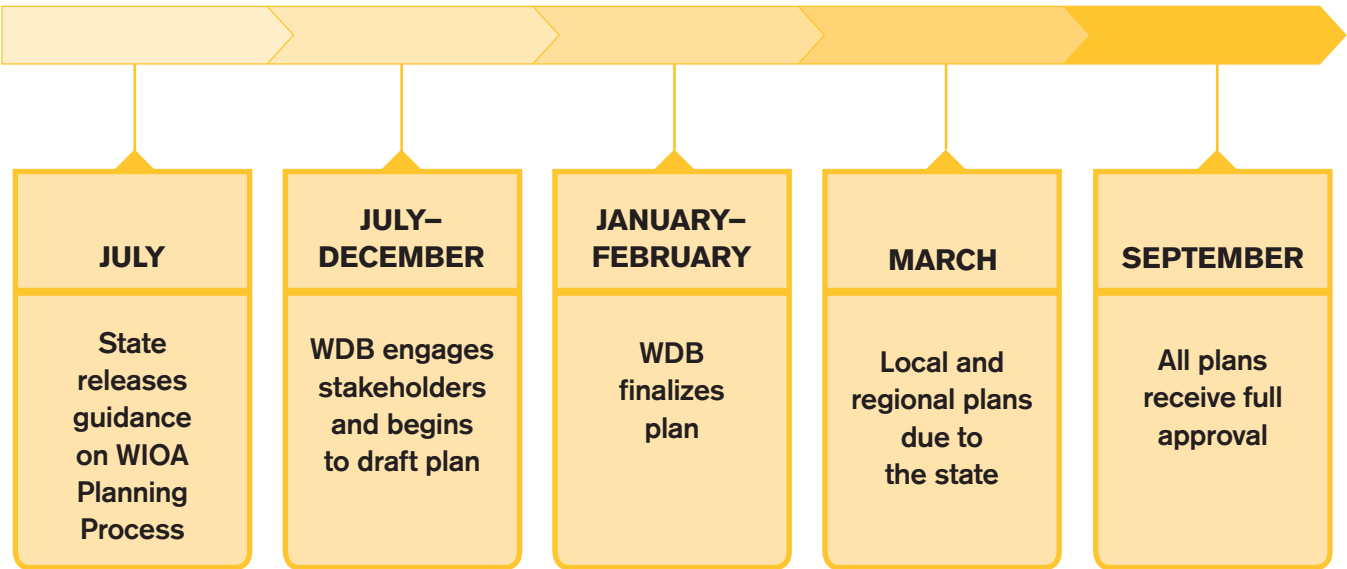
Barriers or Challenges

If the community you serve is struggling to access WIOA services, providing public comment describing these challenges can be helpful in bringing visibility to the issue. For example, if Limited English Proficient (LEP) adults are having difficulty accessing the training funds administered by the AJCC because they are being required to achieve high scores on assessment tests such as the TABE or CASAS. As a prescreening tool this can be shared during public comment. If the community you serve is challenged in accessing AJCC services because they are not located in community-based locations that individuals can easily access with public transit or because the hours the AJCC are open make it difficult for working, low-income families to access services, this type of feedback can also be provided.

WIOA Planning Timeline

WIOA legislation requires that states and localities complete a new WIOA plan every four years, and update the plan with modifications during the interim (at the two-year mark). The timeline for WIOA planning in California’s 2018-19 cycle is shown below; specific dates will be provided on the California Workforce Development Board (WDB) website. Of note, each local region has their own internal planning timeline, especially as relates to when various community stakeholders are engaged and when the final draft is developed and approved by the local WDB, before submission to the state.

California WIOA Planning Timeline



What Obligations Do WDBs Have that Guide WIOA Planning and Service Delivery?

There are numerous policies at the federal and state level that guide the WIOA planning process as well as service delivery within the workforce system. It is beyond the scope of this guide to review them all; however, the policies below are highlighted as they are frequently particularly salient to CBOs seeking to engage with the WIOA planning process to ensure that community members with barriers to employment are well-served by the public workforce system.

State Plans are Required to Coordinate with Specific Partners

To see a full list of the federally required partners as well as the stakeholders that are to be engaged in the planning process, see TEGL 14-15 https://wdr.doleta.gov/directives/attach/TEGL/tegl_14-15.pdf. In July 2018, California released additional guidance stipulating supplementary requirements for stakeholder engagement as a part of the local WIOA planning processes happening in California. This guidance can be found at https://www.edd.ca.gov/jobs_and_training/Active_Directives.htm.

Non discrimination

WIOA has recently updated and strengthened Equal Employment Opportunity and nondiscrimination regulations, finalized in 2017. These regulations and associated guidance offer strong protections for individuals with disabilities, discrimination based on sexual orientation, and discrimination based on being a recipient of public assistance. It has also strengthened policy regarding the responsibility of the state and the Governor's office to ensure that these non-discrimination policies are being adhered to in local implementation. See <https://www.federalregister.gov/documents/2016/12/02/2016-27737/implementation-of-the-nondiscrimination-and-equal-opportunity-provisions-of-the-workforce-innovation>.

Priority of Services for Special Populations

Under WIOA, and as described in detail on p. 6 of this guide, WIOA identifies special populations that are designated as "priority of service populations" in accessing Title I services. This means that the local

workforce system should prioritize delivering job training and career services to these populations because they have high barriers to employment. See https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_acc.pdf and <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf> for more information.

Language Access

Like all service provision that utilizes federal funds, AJCs and other workforce service providers must support language access for limited English proficient individuals, as per Title VI of the Civil Rights Act of 1965. Visit <https://www.lep.gov/> for more information about language access requirements.

Veterans

In addition to being a priority of service special population, veterans and their families are specifically prioritized in being able to access WIOA Title I job training funds based on the veteran priority that exists for all DOL-funded job training programs. See <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf>, especially 20 CFR 680.650.



Photo by Hinterhaus Productions



How to Sign Up for New WIOA Directives from the State of California

You can sign up to receive new directives (draft and final) from the State of California by visiting https://www.edd.ca.gov/About_EDD/Get_Email_Notices.htm

Limited English Proficient (LEP) Individuals

LEP individuals are a federal priority of service special population described in TEGL 19-16 https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_acc.pdf as the DOL Employment Training Administration (DOLETA) has explicitly noted that English language learners meet the “basic skills deficient” priority of service category. Further, LEP, immigrant, and refugee populations can also be understood to have WIOA-recognized barriers to employment because of their “substantial cultural barriers,” which is a qualifier in WIOA’s list of barriers to employment. In addition, California has recently released additional guidance (http://www.edd.ca.gov/jobs_and_training/pubs/wsd17-03.pdf) that requires specific consideration of the needs of immigrants and refugees accessing the public workforce system and further, requires specific coordination and planning with refugee employment service providers.

Finally, California has recently released guidance pertaining to which WIOA services do (and do not) trigger the requirement that an individual provide documentation verifying that a person is authorized to work in the U.S. before accessing services, see California’s most updated directives here http://www.edd.ca.gov/jobs_and_training/pubs/wsdd-179.pdf for more information.

Temporary Assistance for Needy Families (TANF) Recipients

In addition to being a priority of service population (see TEGL 19-16 https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_acc.pdf) the reauthorization of WIOA in 2014 also included the requirement that the TANF system and the WIOA system coordinate and TANF is a required partner of AJCs, see TEGL 16-16 https://wdr.doleta.gov/directives/attach/TEGL/TEGL_16-16_Acc.pdf for more information. California’s Department of Social Services (CDSS) has also released additional guidance that requires specific coordination between the TANF program and WIOA-funded workforce services, see <http://www.cdss.ca.gov/lettersnotices/entres/getinfo/acl/2016/16-51.pdf> for more information.



Photo by Loren Anderson/IRC



Photo by Thomas Barwick



Photo by JGalione



Photo on the left by Charlie Bibble/FT

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 2:56 AM UTC Action Taskman

19 Glendale Community College District Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Glendale Community College District Regional Consortium was branded in Program Year (PY) 2016-2017, as Glendale Local Education and Resource Network Services (GlendaleLEARNS). GlendaleLEARNS entered PY 2017-2018 focused on expanding access to adult education and driving innovation throughout its programs and services. These efforts are in alignment with its vision of: All adult learners will have access to education through collaboration, shared resources, career pathways, seamless services and innovative programs, to meaningful employment or higher education. GlendaleLEARNS established goals for PY 2017-2018 to achieve its vision including: expand access to ESL courses throughout the community, expand programs available to adults with disabilities (AWD), continue co-enrollment with WIOA and other partners, implement job development for adult education students, and continue professional development to drive innovation in programs. The Consortium established five Committees to address established goals and strategies. The Committees developed Action Plans based on its Annual and Three-Year Plans and continue to revise and implement them throughout each PY. The Committees completed 86% of their Action Plans established for PY 2017-2018 Annual Plan. Actions completed included integrating partnerships to expand services to students with multiple barriers and offering a job development service for those students wanting to focus on employment. ESL courses were expanded and are now offered throughout the community in partnership with the Verdugo Workforce Development Board (VWDB), Verdugo Jobs Center (VJC), International Rescue Committee (IRC) and Glendale Library Arts and Culture (Library). One of the most notable accomplishments was the use of Human Centered Design to develop a co-enrollment process and implemented the process with a universal application that allows students to enroll with multiple partners and funding sources to meet their educational and employment needs. Based on successes achieved in PY 2017-2018 and identified needs in the region, GlendaleLEARNS is committed to continue expanding services to students with multiple barriers including: English Language Learner students, students needing Adult Basic Education (ABE) or Adult Secondary Education (ASE), and AWDs. GlendaleLEARNS will continue working with its partners to continue its innovative co-enrollment of students in WIOA and non-WIOA funding sources.

Regional Planning Overview

GlendaleLEARNS will use the tools provided on the California Adult Education (CAE) website, including the Process Map. These tools were not used to develop the initial Three-Year Plan; however, the overall process is similar. Establish Planning Mindset: This step began with the Annual Plan preparation with the review of GlendaleLEARNS Mission, Vision, Values and an assessment of current accomplishments and gaps. Small group exercises were used to conduct the assessment, review Action Plans, and gather input from the members and partners. These exercises served as an introduction to the three-year planning process. Each monthly meeting will include a planning exercise to continue gathering input and moving through the process map. Understand Where You Are: Similar to the initial Three-Year Plan, an environmental scan will be conducted including local demographics, economic environment, labor market information, and the business climate. Information will be used to conduct a SWOT analysis. Results will be fed into the development of strategies and tactics. Immersion in the Problem: GlendaleLEARNS will be working with its VWDB partner as well as the Los Angeles Basin Regional Planning Unit (LABRPU) to integrate planning efforts. The VWDB and LABRPU are now working on the modification of the Local and Regional Workforce Development Plans, as required by the Workforce Innovation and Opportunity Act (WIOA) and the California Workforce Development Board. The VWDB and LABRPU will hold multiple townhall meetings to gather input from key stakeholders including partners, business representatives, elected officials, and customers/students. GlendaleLEARNS will capitalize on these townhall meetings to gather stakeholder input for the AEBG Three-Year Plan due in June 2019. The GlendaleLEARNS Coordinator is also VWDB staff and will be responsible for writing the Local Plan modification as well as the Three-Year Plan. Therefore, the Coordinator will ensure that any information that is needed for the Three-Year Plan is included in the agenda and focus group exercises. Strategies and Tactics: Data and information gathered from the environmental scan, SWOT and

the townhall meetings will be used to develop the strategies and tactics for the Plan. This information will then be used to revise Action Plans that are cascaded to the five Committees that implement the Plan throughout the year.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

GlendaleLEARNs has expanded accessibility to ESL throughout the community; however, the needs for this service remains. The City of Glendale has a concentrated population of immigrants, refugees and asylees, creating the demand for continued ESL courses available in convenient locations.

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

Multiple resources were used to identify the gaps in service and regional needs. Census data provided in the Regional Fact Sheet for Glendale Community College District Regional Consortium (AEBG website), data available in the Verdugo Workforce Development Board's Local Plan and its Labor Market Information report based on the Employment Development Department's (EDD) Labor Market Information Division. For example, the Regional Fact Sheet shows that 20% of the City of Glendale's residents are limited English speaking, yet GCC has only addressed 20% of the need. While the Regional Data Sheet represents data from 2015 and GCC has increased enrollments in ESL since that time, the gap remains. According to data from the VWDB's Local Plan (based on 2016 data), 31% of the City's population over the age of 18, stated that they spoke English "less than very well" further supporting the need for ESL.

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 enrolled in ESL, number of ESL that complete their programs; and number who enter employment or higher education and/or increased civic engagement. Measures will be monitored through quarterly participant reports submitted to the state.

Regional Need #2

Gaps in Service / Regional Needs

GlendaleLEARNs has also expanded accessibility to adults with disabilities (AWD) and this need also remains. While enrollment of students with disabilities has increased, the need for bridge programs and career.

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

The same resources for data and information were used to identify the gap in services for AWD. The Regional Fact Sheet shows that GlendaleLEARNs met 0% of needs in PY 15-16 for AWD. Enrollments for the Uniquely Able Academy at Glendale Community College (UAA@GCC) and College and Career Pathways (C&C Pathways) will show progress beginning in PY 16-17. The UAA@GCC held its third Cohort generating a total of 32 enrollments. C&C Pathways held its second pilot beginning in June 2018 with 16 students enrolled in each of the two courses. IT/Cybersecurity Pathway, a partnership with VJC and CTE, also created additional enrollments. According to data provided by VWDB, the Glendale population that is 16 years of age and over (working age) total 164,487. Of this total, 26,168 are AWD, demonstrating the potential student base in Glendale (US Census, 2015) and the gap that remains in meeting this regional need. Feedback from our instructors and partners who case manage our AWD students, identified the ABE skill gaps. While tutors were provided to address the immediate gaps, the case managers and the students' parents were also involved in assisting the students with homework assignments in order to ensure they did not fall behind. The need for bridge programs was identified as a result of these experiences.

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 AWD enrolled, number enrolled in ABE or bridge programs, 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 such as UAA@GCC and IT/Cybersecurity.

Gaps In Service

New Strategies

Strategy #1

Continue offering ESL courses throughout the community to increase accessibility. Courses will be offered in partnership with VJC, International Rescue Committee (IRC) and Glendale Library Arts & Culture. ESL students will continue to be co-enrolled with WIOA Title I, if eligible. All students will be co-enrolled in CalJOBS and TOPSpro for tracking of outcomes, including job placement.

Strategy #2

Continue offering career pathways for AWD including UAA@GCC. Students will also continue to be co-enrolled with partners DOR (WIOA Title IV), VJC (WIOA Title I), Lanterman Regional Center, CTE, DSPS, and AEBG.

Strategy #3

Continue to expand career pathway opportunities for AWD including a second cohort in IT/Cybersecurity and other pathways to meet the labor demand of employers in growth industries and occupations as identified in VWDB's Local Plan or Labor Market Information Reports.

Strategy #4

Implement contextual ABE bridge programs that prepares students for pathways. Bridge programs will focus on advanced manufacturing math skills to prepare students for demand occupations in related career pathways.

Seamless Transitions

New Strategies

Strategy #1

Continue to work with partners and members (VJC, Glendale Youth Alliance, Glendale Unified School District) to transition disconnected young adults and adult high school dropouts into postsecondary education.

Strategy #2

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.

Student Acceleration

New Strategies

Strategy #1

Strategy to accelerate student progress includes the following: Integrate the bridge program in the career pathway for a seamless transition of students to career education and subsequent job placement.

Professional Development

New Strategies

Strategy #1

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.

Strategy #2

Continue to schedule partner presentations on services available, eligibility factors for those services, and process for student referrals to those services.

Strategy #3

Continue to schedule trainings during monthly meetings for convenience of partners and staff. Scheduling of professional development opportunities has been challenging due to schedule demands; however, monthly AEBG meetings are an opportunity to offer short trainings in specific topics.

Leveraging Resources

New Strategies

Strategy #1

Continue integrated partnership with VWDB to leverage resources and increase employer engagement strategies. This strategy includes an integrated approach to local workforce development planning and AEBG annual and three-year planning.

Strategy #2

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 AEBG 3-year plan.

All allocations as detailed in our CFAD and Member Plans, and approved by the GlendaleLEARNs Board of Directors, are consistent with the annual adult education plan which is based on our Three-Year Plan. This ensures that all expenditures are in compliance with AB104 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 AEBG 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 2018-19.

Using the FIFO method for expenditures, we expect any carryover funds to be expended in accordance with established guidelines and deadlines (i.e. 60% expenditure of carryover and new funds by Q4). Continued implementation of the GlendaleLEARNs Annual Plan and Three-Year Plan, ensures that all expenditure goals will be met in PY 2018-2019.

Certification

Glendale CCD, Member Representative

Alfred Ramirez
MaryAnn Pranke

Approved

2018-08-15

Glendale Unified School District, Member Representative

Felix Melendez
MaryAnn Pranke

Approved

2018-08-16

Verdugo Workforce Development Board*, Member Representative

Judith Velasco
MaryAnn Pranke

Approved

2018-08-14



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Glendale Community College Regional Consortium

AEBG Implementation Action Plan

Committee: Marketing				
Activities: <ul style="list-style-type: none">• Create website• Develop marketing brochures and pamphlets• Create media packet		<ul style="list-style-type: none">• Create ambassador presentation for project• Develop marketing plan• Develop communication system for key stakeholders		
Action:				
Project Leader: Tiffany Israel				
Measure(s): <ul style="list-style-type: none">a. 100% Completed Plan: A consistent, cohesive and responsive marketing planb. Increase enrollment in AE Classes by 10%:: A student-oriented website that makes information easy to access				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Create marketing plan	11/17/16	Postponed	Tiffany
2.	Create brand image: Glendale Learn --- Logo	9/27/16	9/20/16	Tiffany
3.	Website review and edits	11/17/16	11/30/16	Team, Tiffany
4.	Create marketing tools based on marketing plan: media packet, brochures, pamphlets	11/30/16	On-going	Tiffany
5.	4a.Create & Print ESL Brochure for GUSD parents	11/15/16	11/30/16	Tiffany
6.	4b. Create & Print Job Skills Brochure for GUSD parents	11/15/16	11/30/16	Tiffany
7.	4c. Create & Print VJC/ OSY Brochures for GUSD	11/15/16	11/30/16	Tiffany
8.	4d. Create Glendale Learn Consortium Program Brochure	9/27/16	9/20/16	Tiffany
9.	Business Breakfast- Managing Today's Diverse Workforce	9/27/16	9/27/16	MaryAnn
10.	Create Media Packet	12/30/16	Postponed	Tiffany
11.	Create Ambassador Presentation	12/30/16	Postponed	Tiffany

Glendale Community College Regional Consortium

AEBG Implementation Action Plan

Committee: Programs for Adults with Disabilities				
Activities: <ul style="list-style-type: none">• Coordinate programs for adults with disabilities• Counsel DSPS students: Provide counseling to AWD students on site• Identify available services from AEBG partners (i.e. DOR, Regional Center, etc.)		<ul style="list-style-type: none">• Hire Learning Specialist to assist students in the classroom• Develop a system for assessing challenges and identifying disabilities• Assist with coordinating AWD Summit		
Action: Career & College Pathways for Adults with Disabilities (C²PAD)				
Project Leader:				
Measure(s): <ol style="list-style-type: none">1. Increase number of AWDs enrolled2. Transition AWDs into career pathways leading to employment3. Transition AWDs to higher education4. Wage at placement:				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Review 21 st Century Skills from PCC as model	5/20/16	5/20/16	Rick
2.	Hold Committee planning meeting	5/20/16	5/20/16	Rick
3.	Recruit Instructor and Learning Specialist	10/31/16	4/30/17	Jan/Tina
4.	Instructor develops curriculum outline	7/15/16	7/15/16	Tina
5.	Instructor develops curriculum for C ² PAD	7/15/16	10/20/16	Tina
6.	Develop information flyer for Special Ed staff, DIS staff, Teacher Specialists to inform them of pilot	6/30/16	4/30/17	Rick
7.	Develop referral process & form to be used by K-12, DOR, Regional Center and VJC to refer candidates	7/15/16	7/15/16	Alana
8.	Coordinate pilot launch	8/28/16	4/30/17	Rick/Tina
9.	Refer candidates to pilot	8/1/16	4/30/17	Rick
10.	Coordinate Open House/Orientation	1/2017	5/31/17	MaryAnn
11.	Send Save the Date flyers for Open House/Orientation	1/2017	5/31/17	MaryAnn
12.	Hold Open House/Orientation	1/2017	6/30/17	Committee
13.	Launch Pilot 1	1/2017	6/30/17	Committee
14.	Provide career counseling and workforce preparation classes for Uniquely Abled students	6/28/16	8/26/16	VJC
15.	Provide job placement assistance to UA students	8/26/16	On-going	VJC
16.	Coordinate job interviews for UA students	8/26/16	On-going	VJC
17.	Co-enroll with WIOA OJT salary reimbursement for employers	8/26/16	8/26/16	VJC

Glendale Community College Regional Consortium

AEBG Implementation Action Plan

Committee: ESL & Contextual Curricula				
Activities: <ul style="list-style-type: none">• Expand ESL program• Hire ESL instructor• Develop strategy for incorporating contextual ESL in existing career pathways		<ul style="list-style-type: none">• Develop contextual ESL curriculum for career pathways• Identify visible potential sites for offering classes within GCC District• Offer ESL classes at various sites		
Action:				
Project Leader: Measure(s): <ul style="list-style-type: none">1. Increase ESL Classes and/or hours in 2016-17 in region compared to 2015-182. Hire additional ESL faculty for 2016-173. Offer ESL classes at various sites during 2016-174. Identify additional site for possible ESL classes5. Develop ESL curricula for career pathways6. Implement career curricula in ESL classes				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Expansion of GCC’s ESL offerings from 6-10 weeks	6/1/16	6/20/16	Robiglio
2.	Hired FT Vocational ESL instructor	6/1/16	6/1/16	Robiglio
3.	Expansion of ESL program at 2 new locations for fall 2016: Maple Park and Pacific Park	6/30/16	8/31/16	Alfred, Robiglio
4.	Creation of ESL curriculum for Career Pathways	6/8/16	6/8/16	Hamilton, Robiglio
5.	Opening of 6 new classes for fall 2016	8/29/16	9/29/16	Robiglio
6.	Develop strategy for incorporating contextual ESL in Career Pathways	9/30/16	Postponed	Sato, Robiglio
7.	Expansion of ESL class offerings at IRC	9/30/16	10/16/17	Hovsepian, Robiglio, Pranke

Glendale Community College Regional Consortium

AEBG Implementation Action Plan

Committee: Career Pathways				
Activities: <ul style="list-style-type: none">• Coordinate more noncredit to credit pathways• Provide workshops for recent immigrants• Outreach to GUSD• High School Collaborative: create more transitions and pathways• Expand GED to Credit Managed Enrollment		<ul style="list-style-type: none">• Expand pre-assessment courses• Offer cultural acculturation workshops• Establish laptop lending program at Garfield and Library• Identify existing career pathways• Identify adult education courses that can be incorporated into existing career pathways		
Action:				
Project Leader:				
Measure(s): <ol style="list-style-type: none">1. Hold acculturation workshops in 2016-17 with average 20 participants in each2. Develop career pathways				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Develop tracking and reporting system through CalJOBS	11/30/16	11/30/16	MaryAnn
2.	Design Integrated Education & Training flow	11/30/16	On-going	Jan Young
3.	Coordinate services with Glendale Library	11/30/16	On-going	Lora, MaryAnn
4.	Review curriculum for acculturation workshops with ARS	6/30/16	6/30/16	Sona, MaryAnn
5.	Schedule acculturation workshops beginning in November	10/31/16	12/31/16	Sona
6.	Complete industry sector intelligence research for: IT, manufacturing	12/31/16	Postponed to 2018	Tiffany
7.	Conduct staff training on industry sector strategies and career pathways	12/31/16	Postponed to 2018	MaryAnn
8.	Review labor market reports	12/31/16	On-going, shared each quarter	Tiffany
9.	Manufacturing Industry: Connect AEBG to UAA@Glendale for CNC Machinist Career Pathway	6/30/17	On-going	MaryAnn

Glendale Community College Regional Consortium

AEBG Implementation Action Plan

Committee: Professional Development				
Activities: <ul style="list-style-type: none">• Develop professional development plan• Coordinate training to align adult basic education and secondary education with K-12 and credit		<ul style="list-style-type: none">• Identify online seminars and webinars• Conduct survey to gather input from all partners• Coordinate training in: Serving the AWD Population		
Action:				
Project Leader:				
Measure(s): <ol style="list-style-type: none">1. Number training sessions held2. Number attendees per session3. Evaluation results4. Competency achievement				
Task / Key Results Area		Target Due Date	Date Done	Task Leader
1.	Develop needs assessment survey	11/30/16	11/5/16	MaryAnn
2.	Conduct needs assessment	11/30/16	12/31/16	MaryAnn
3.	Partner Presentations each month	10/31/16	On-going	MaryAnn
4.	Training: Working with AWD	12/31/16	On-going participation in conferences	MaryAnn
5.	LMI presentations on a quarterly basis	11/30/16	On-going	MaryAnn
6.	Develop Professional Development Plan	12/31/16	Postponed to 2018	MaryAnn
7.	Track and Report Professional Development	12/31/16	On-going	Tiffany

AEBG Training: Student Centered Design

Training Start Date

September 11th

Launch Webinars:

August 2nd, 1-2:30 pm

August 17th, 1-2:30 pm

Registration Links:

[Aug 2nd Webinar Registration](#)

[Aug 17th Webinar Registration](#)

Seats Available: 100

For More Information:

Contact Jimi Gilroy

jgilroy@wested.org

Student or Human-Centered Design (HCD) is a generative design process that puts students in the center of our planning and service design. Adult Education practitioners can use it to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make our ideas come to life with positive results for our customers.

"I found the readings, worksheets, exercises, and tools extremely useful in addressing issues. In fact, two of the team members are already planning to use this process to address an issue and seek a more viable solution."

AIR, WestEd, and +Acumen will offer HCD training again beginning September 11th. We are conducting an open recruitment process for any consortia that want to identify design teams participate in the fall training. We will have launch webinars on August 2nd and August 17th for interested consortia. We strongly urge you participate in one of these webinars before deciding to participate.

What Does HCD Training Include?

1. A launch webinar and celebration
2. 9 week online class focused on adult ed related design challenges (requires approximately 5-6 hours a week)
3. Design team coaching
4. Participation peer mentoring and a community of practice

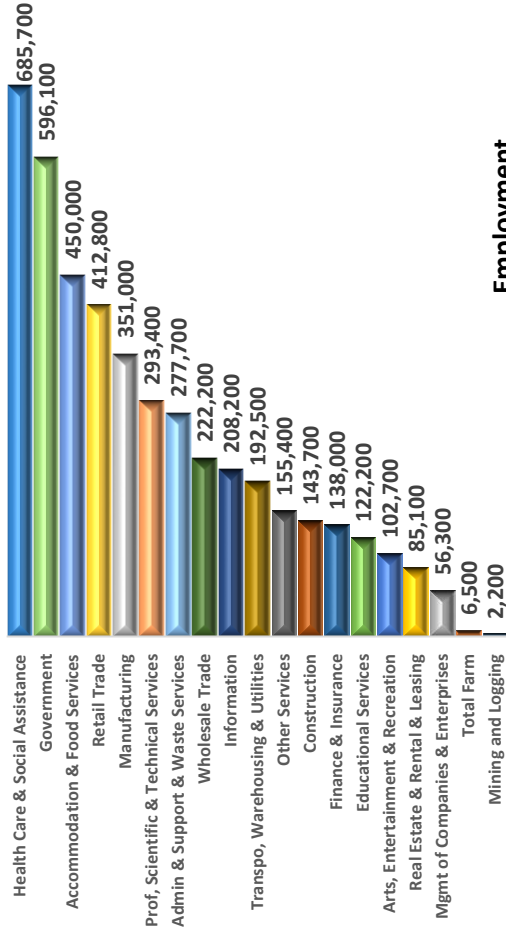
How Do Consortia Participate?

HCD is offered as team-based training. Consortia must identify design teams of 4-6 individuals who will go through the training together and participate in design challenges. Depending on their size, a consortium could have multiple teams go through the training. Teams should be a mix of K12 based adult school and community college leadership, staff, or faculty and could also include major stakeholders such as WIOA or community partners.

LOS ANGELES COUNTY SCORECARD – JUNE 2018

Industry Data

Sectors Ranked by Employment Size

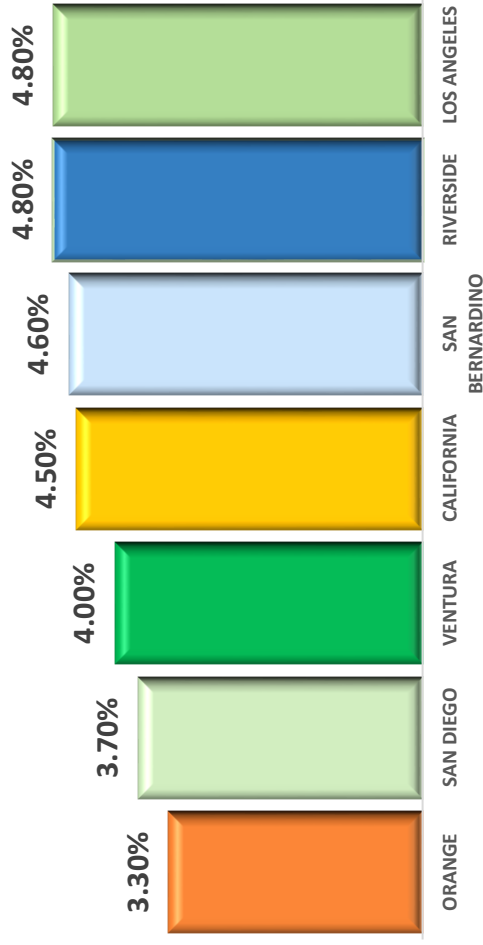


Employment

Source: EDD Labor Market Information. Current Economic Statistics Survey - Preliminary June 2018

Southern California Regional Standing

Southern California Unemployment Rates



Source: EDD Labor Market Information Division. Current Population Survey - Preliminary June 2018

Top 10 Employers

Based on June Job Ads

1. Robert Half International – 2,677
2. Allied Universal Corp. – 2,153
3. Northrop Grumman – 1,879
4. Kaiser Permanente – 1,342
5. Univ. of Southern California – 1,184
6. Marriott – 1,164
7. AppleOne – 878
8. City of Hope – 840
9. Randstad – 838
10. NBC Universal - 829

Source: Conference Board Help Wanted OnLine®

Top 10 Jobs in Demand

Based on June Job Ads

1. Registered Nurses – 3,309
2. Security Guards – 2,962
3. Software Developers, Applications – 2,760
4. Marketing Managers – 2,513
5. Retail Salespersons – 2,359
6. Accountants – 1,950
7. Heavy and Tractor-Trailer Truck Drivers – 1,937
8. Customer Service Representatives – 1,915
9. First-Line Supervisors of Food Preparation and Serving – 1,864
10. First Line Supervisors of retail Sales Workers – 1,857

Top 10 Cities with Jobs

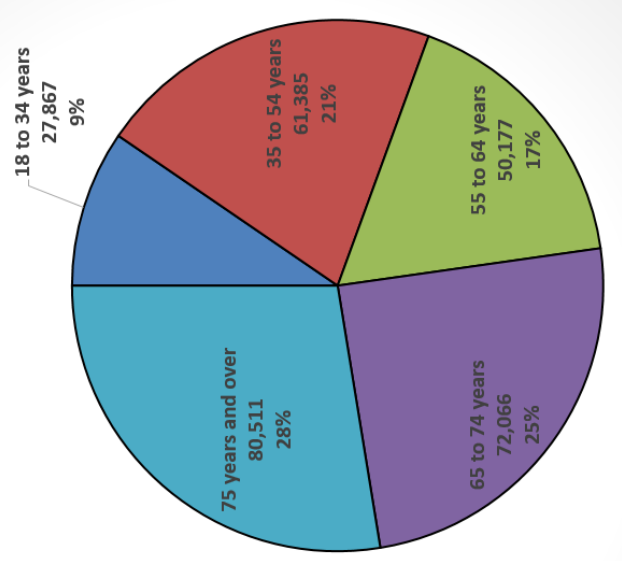
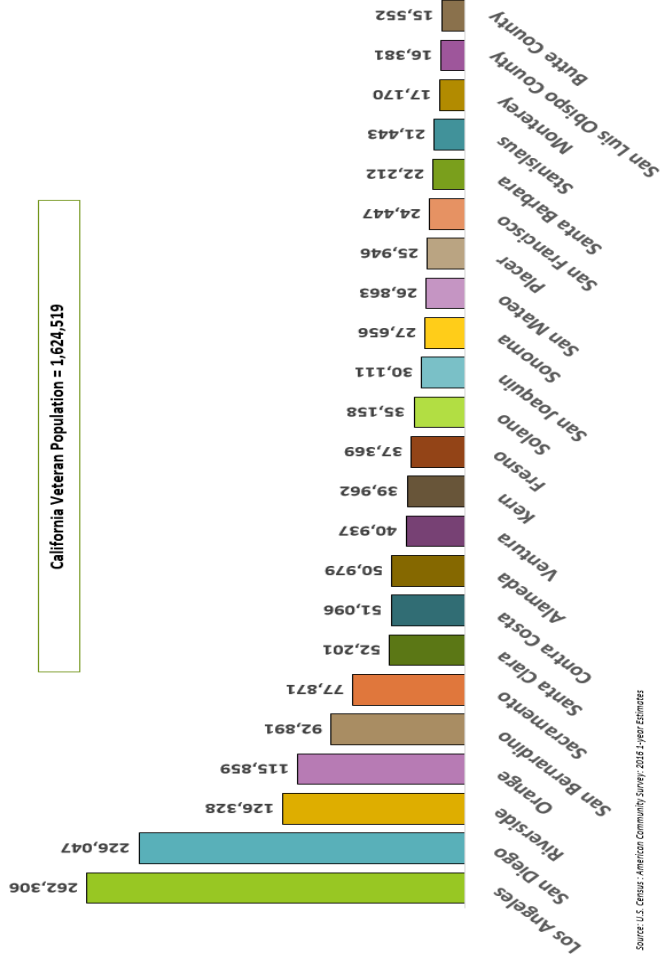
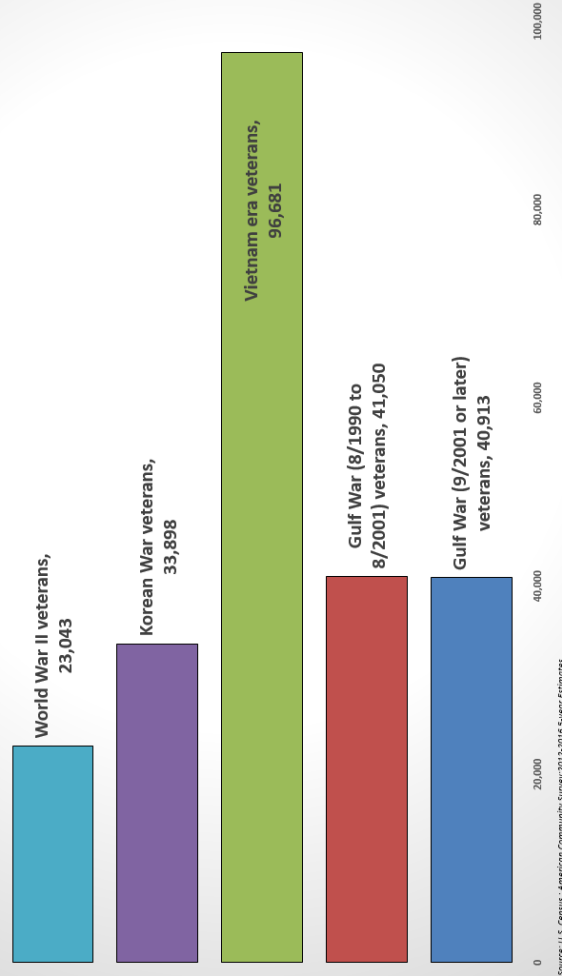
Based on June Job Ads

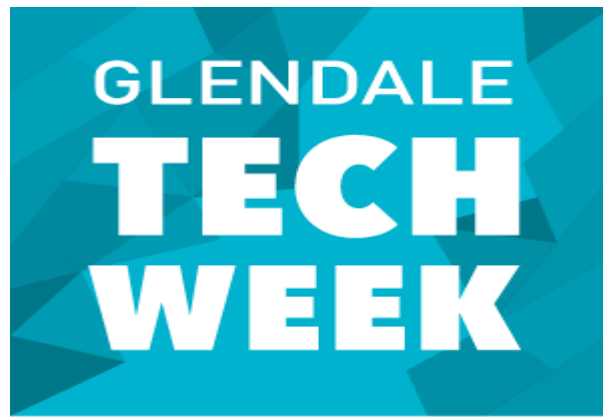
1. Los Angeles – 40,528
2. El Segundo – 4,220
3. Pasadena – 3,814
4. Long Beach – 3,739
5. Santa Monica – 3,383
6. Torrance – 3,117
7. Glendale – 2,990
8. Burbank – 2,878
9. Palmdale – 2,477
10. Culver City – 1,942

Los Angeles County Veterans



Los Angeles County Veterans Service Period & Age





2018

The Verdugo Jobs Center Presents

The 3rd Annual Tech Job Fair

Multiple Employers and Openings

SAVE THE DATE

Wednesday, September 19, 2018

9am to 12pm

Glendale Central Library

222 E. Harvard St. Glendale

Register on www.EventBrite.com

Search: Glendale Tech Job Fair

Attendance is FREE!!!

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

www.glendaletechweek.com



[@Glendale_Tech](https://twitter.com/Glendale_Tech)



[@GlendaleTechWeek](https://www.instagram.com/GlendaleTechWeek)



**America's Job Center
of California™**

OVERVIEW COMPARISON

<p>Disabled Student Programs and Services</p> 	<p>Governor's Career Technical Education Pathways Program (SB1070)</p> 	<p>Workforce Accelerator Fund</p> 	<p>Workforce Innovation and Opportunity Act Title I: Adult</p> 
<p>Workforce Innovation and Opportunity Act Title I: Dislocated Worker</p> 	<p>Workforce Innovation and Opportunity Act Title I: Youth</p> 	<p>Workforce Innovation and Opportunity Act Title IV: Vocational Rehabilitation Services</p> 	



Disabled Student Programs and Services

Updated December 2016

This benefits and work supports initiative of the California Community Colleges Chancellor's Office provides support services, specialized instruction, and educational accommodations to students with disabilities. These supports help students participate as fully and benefit as equitably from the college experience as their non-disabled peers.

Resources: [Overview](#)



Governor's Career Technical Education Pathways Program (SB1070)

Updated December 2016

This joint initiative between the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education (CDE) Superintendent of Public Instruction seeks to increase middle and high school students' readiness and success for postsecondary education and careers in high-demand sectors through career technical education (CTE) pathways. Grants assist with promoting business partnerships with education, promoting and evaluating student participation in articulated courses, providing professional development to staff, expanding internship and work experiences, supporting Linked Learning, and establishing metrics for postsecondary and career readiness.

Competitive funding awarded through July 2016 includes:

- FY 2012-2013: \$48 million

- FY 2013-2014: \$48 million
- FY 2014-2015: \$20 million
- FY 2015-2016: \$48 million

Resources: [Legislation](#) (AB104, SB1070)



Workforce Accelerator Fund

Updated August 2017

This workforce development initiative of the California Workforce Development Board and the Employment Development Department will fund projects and partnerships to create and prototype innovative strategies that bridge education and workforce gaps for targeted populations, and initial implementation of promising models and practices in workforce system service delivery infrastructure.

Resources: [Overview](#)



Workforce Innovation and Opportunity Act Title I: Adult

Updated December 2016

This workforce development initiative of the U.S. Department of Labor seeks to better align the workforce system with education and economic development, creating a collective response to economic and labor market challenges on the national, state, and local levels.

Title I adult programs target populations identified as having barriers to employment including those with low income, limited skills, a lack of work experience, or other limitations to economic success.

The Workforce Innovation and Opportunity Act of 2014 ([WIOA Public Law 113 128](#)) is the authorizing legislation for six "core programs" in the public workforce development system.



Workforce Innovation and Opportunity Act Title I: Dislocated Worker

Updated December 2016

This workforce development initiative of the U.S. Department of Labor seeks to better align the workforce system with education and economic development, creating a collective response to economic and labor market challenges on the national, state, and local levels.

Title I dislocated worker programs target those who have been laid off or received notice of termination, are self-employed but unemployed due to economic conditions, are the spouse of a member of the Armed Forces on active duty and unemployed due to relocation, or are displaced homeowners.

The Workforce Innovation and Opportunity Act of 2014 ([WIOA Public Law 113 128](#)) is the authorizing legislation for six "core programs" in the public workforce development system.



Workforce Innovation and Opportunity Act Title I: Youth

Updated December 2016

This workforce development initiative of the U.S. Department of Labor seeks to better align the workforce system with education and economic development, creating a collective response to economic and labor market challenges on the national, state, and

local levels.

Title I youth programming targets populations identified as "basic skills deficient":

- Youth with English reading, writing, or computing skills below the 8th grade level on a generally accepted standardized test
- Youth or adults unable to compute or solve problems—or read, write, or speak English—at a level necessary to function on the job, in family, or in society
- Out-of-school youth ages 16 to 24 and in-school youth ages 14 to 21, including those living in high-poverty areas, English language learners, and those who have a disability

The Workforce Innovation and Opportunity Act of 2014 ([WIOA Public Law 113 128](#)) is the authorizing legislation for six "core programs" in the public workforce development system.



Workforce Innovation and Opportunity Act Title IV: Vocational Rehabilitation Services

Updated December 2016

This workforce development vocational rehabilitation initiative of the U.S. Department of Education seeks to better align the vocational rehabilitation arm of the workforce system with education and economic development, creating a collective response to economic and labor market challenges on the national, state, and local levels.

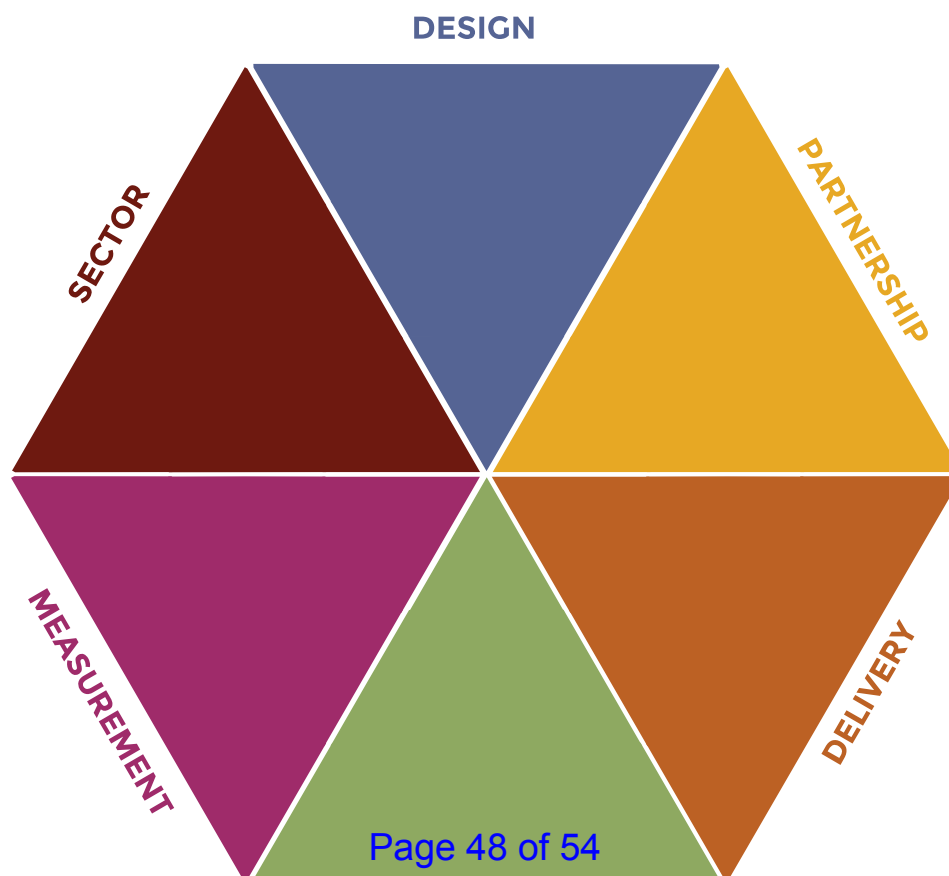
Title IV authorizes programs to help individuals with disabilities acquire the skills they need to be successful in the workplace, including vocational rehabilitation training services. This is primarily achieved through integrated employment opportunities which expect the same performance in a work setting of those who have disabilities as others who are not considered individuals with disabilities.

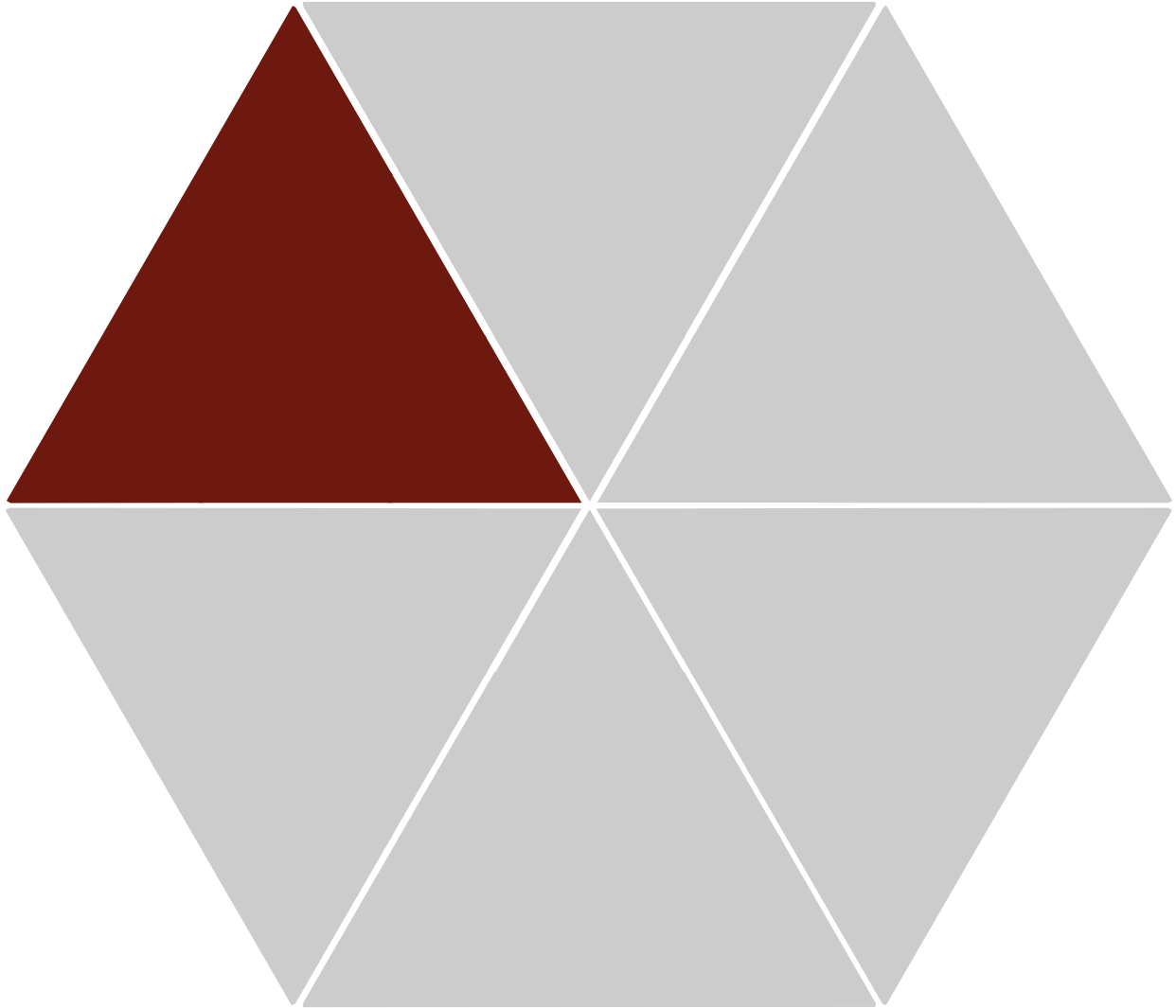
The Workforce Innovation and Opportunity Act of 2014 ([WIOA Public Law 113 128](#)) is the authorizing legislation for six "core programs" in the public workforce development system.

ELEMENTS

While career pathways programs take multiple forms, the most effective and sustainable pathways operate within systems that address six core elements.

These elements were identified by CLASP based on review of systemic career pathways efforts and legislation. See how the elements connect to the work of these systems.

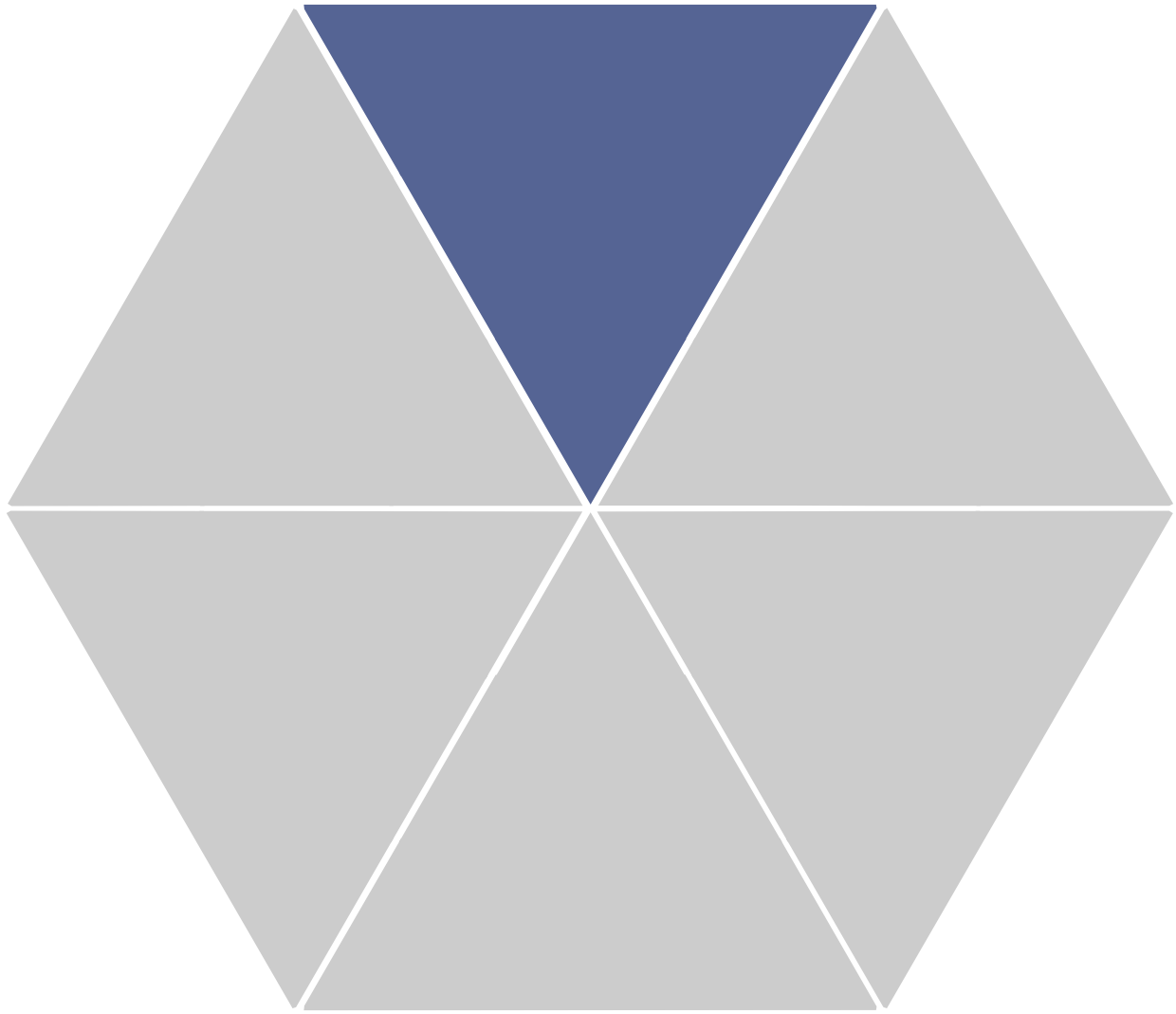




SECTOR

Focusing on an industry with in demand jobs, engaging employers based on occupational targets, producing skills that are portable (supporting occupational mobility).

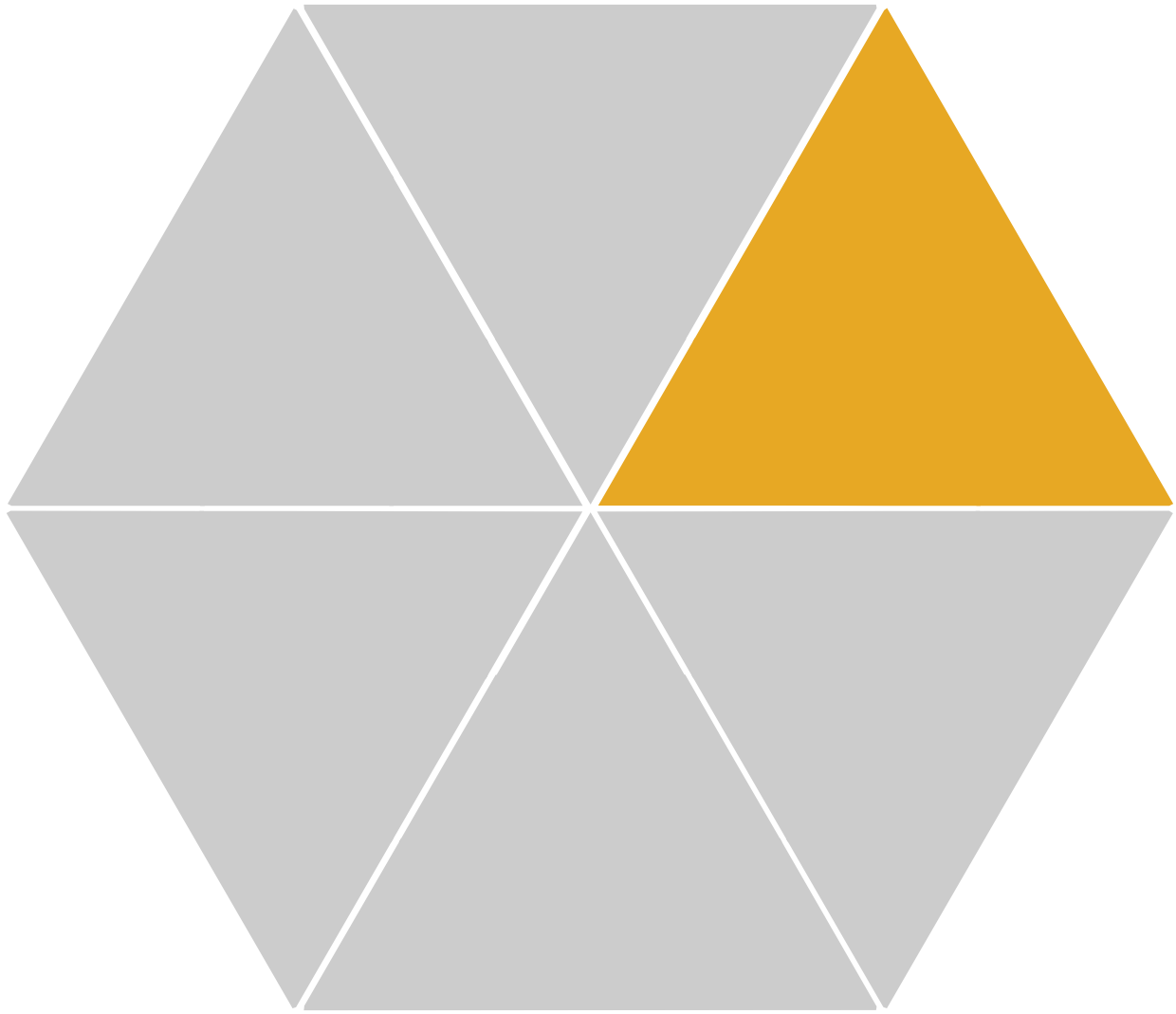
Guiding questions: What workforce need in the regional/state economy will the career pathway address? How will the skills created be portable and relevant over time?



DESIGN

Building the pathway for a defined population of participants; addressing starting skills levels, featuring course and credential sequencing, providing multiple entry and exit points as well as alignment across settings, and awarding credentials that stack (supporting educational and economic mobility).

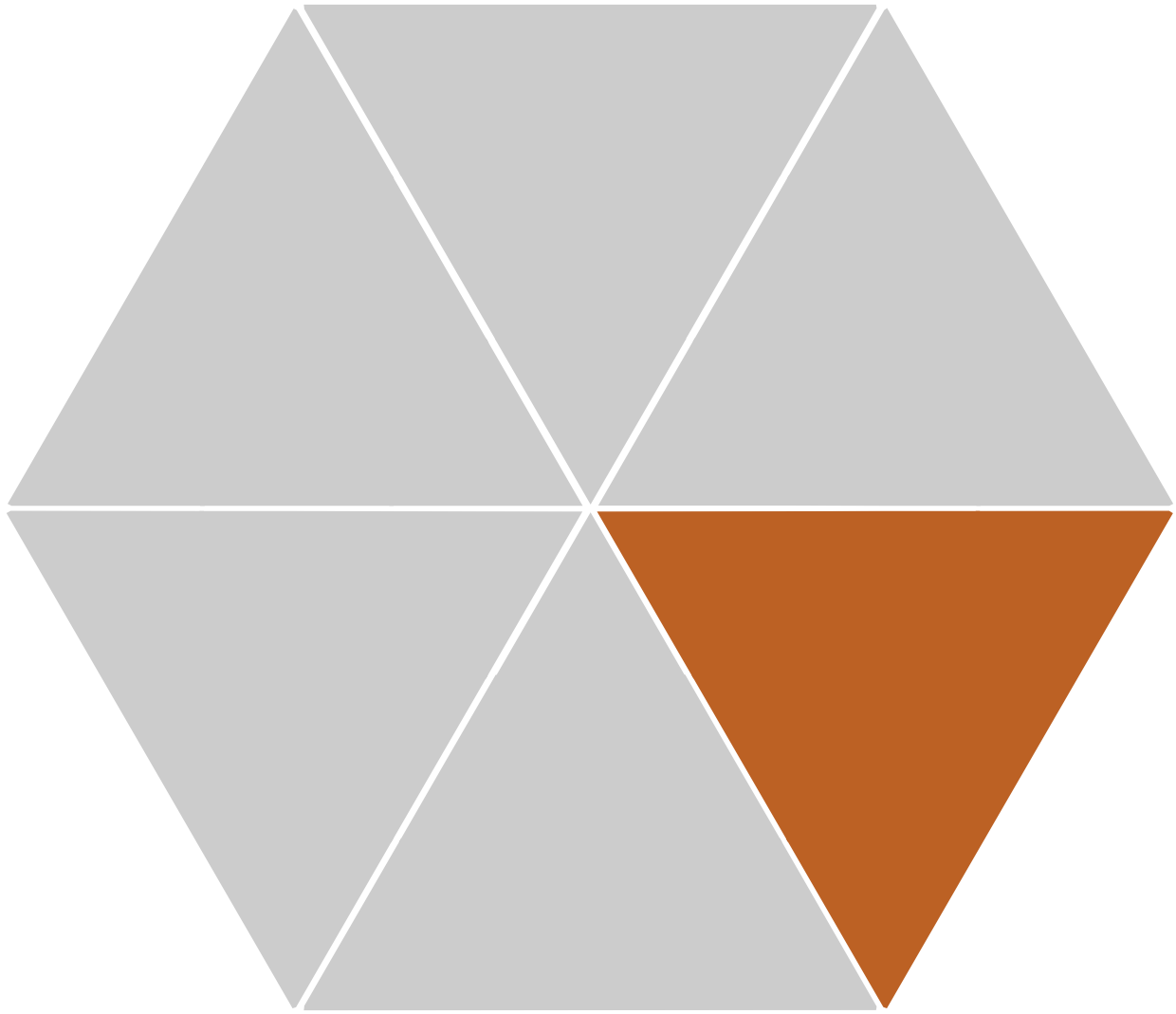
Guiding questions: Who is the career pathway intended to serve and how will it do so? How is the pathway designed from a participant perspective? How do the educational components connect as participants move between settings and stages?



PARTNERSHIP

Forming and maintaining collaborations based on shared goals and aligned responsibilities, with defined leadership, governance, and funding.

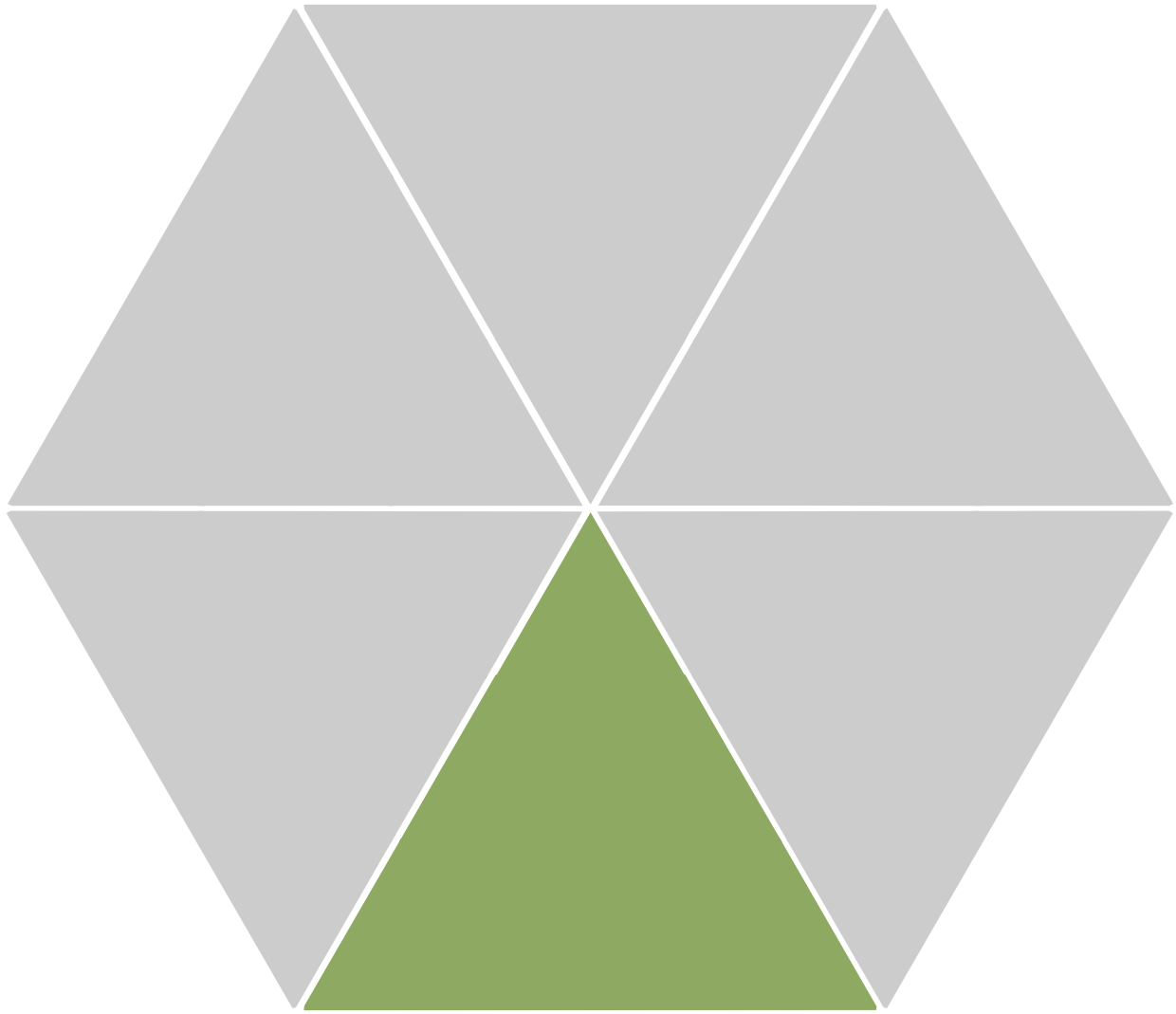
Guiding questions: Who comes together to create, implement, and sustain the career pathway? What resources and responsibilities does each player bring? How do partners find common language as well as articulate and pursue shared goals, while meeting their individual accountabilities?



DELIVERY

Using participant-focused, evidence-based practices that incorporate contextualized instruction, concurrent remediation, dual enrollment, competency-based education, work-based learning, integrated education, and training.

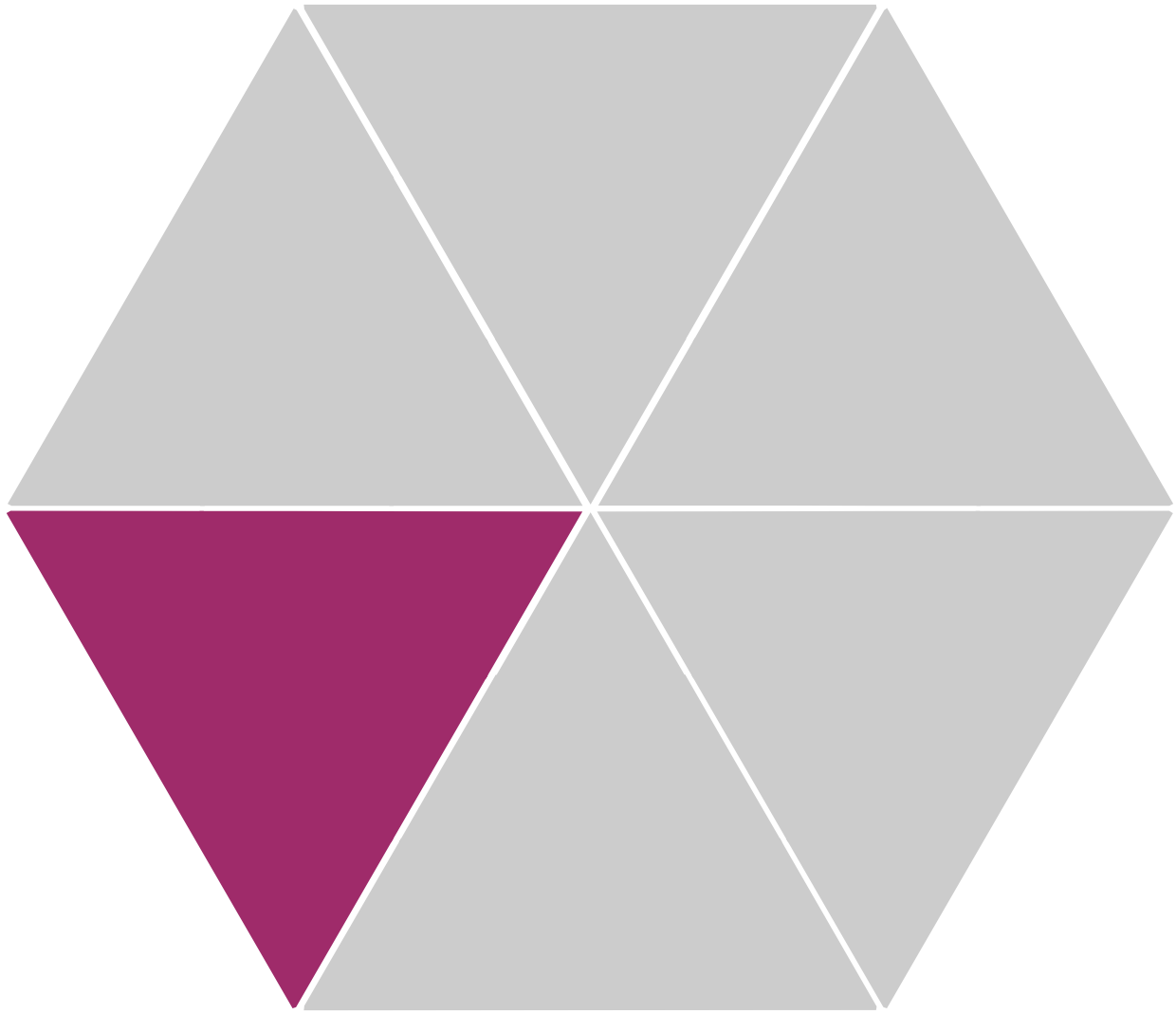
Guiding questions: What instructional strategies will be used to produce results from the career pathway? How does the pathway make use of academic and occupational skill building and workbased learning approaches?



SUPPORTS

Providing participants with services based on individual assessment of needs and including active advising, career navigation, case coordination, and referrals to specialized suppliers.

Guiding questions: How does the career pathway address the holistic needs of participants to enhance their success? How is equity considered in providing differentiated supports for individual participants?



MEASUREMENT

Tracking progress through shared use of data, selection of metrics, and commitment to formative and summative assessment to inform continuous improvement.

Guiding questions: How is success defined for the career pathway? How is data assembled to assess success? What is the approach to continuous improvement?