

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

AEBG Implementation Meeting

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

Agenda

Agenda Item		Purpose	Person(s) Responsible	Time Frame
I.	Introduction	A. Welcome & Introductions	Board	5 min.
II.	Public Comments	A. Community Comments	Community	5 min.
III.	Minutes	A. Review & Approval of Minutes for May17, 2018	Board	5 min.
IV.	Director's Report	A. Updates from the Director	Alfred	15 min.
V.	Planning	A. Annual Plan 2018-2019 i. Review Current Goals/Objectives ii. SWOT Analysis iii. Revise Current Goals / Develop New Goals	MaryAnn	75 min
VI.	Announcements & Next Steps	A. Announcements 1) Partner Announcements 2) Next meeting date: August 23, 2018	All	15 min
A.	Adjourn	Adjourn: 3:00 pm		

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AEBG Implementation Meeting

Verdugo Jobs Center
1255 S. Central Avenue, Glendale CA 91204
May 17, 2018 ♦ 1:00pm-3:00pm

Meeting Minutes

Members: Alfred Ramirez, Judith Velasco

Partners Present: Tina Andersen-Wahlberg, Rick Saunders, Caryn Panec, Jesse Holm, Rubina Markosyan, Louis Melendez, Emma Sanchez, Naomi Sato, Hala Shonouda

GlendaleLEARNs Staff: MaryAnn Pranke

Agenda Item		Purpose
I.	Introduction	A. Welcome & Introductions
II.	Public Comments	A. Community Comments
III.	Minutes	A. Review & Approval of Minutes for April 26, 2018 Minutes approved as presented
IV.	Director's Report	A. Updates from the Director <ul style="list-style-type: none"> i. Workforce Counselor is in final stages for hiring and will be working on coordinating the Student Center. ii. GCC is working on purchasing property all around the Garfield campus to convert into parking. May take 2 years to add 200 spaces. iii. Planning on remodeling Mariposa building to add more classroom space. iv. Ending the Care Coordinator pathway and the nursing certification and these courses are taking off. The program will need additional funding to continue. v. Members met with a company for digital badging and Alfred met with Santa Barbara to implement badging. He is still

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		<p>exploring the potential of implementing badging for non-credit programs.</p> <p>vi. Looking at expanding trainings available at Garfield including C.N.A and others in manufacturing.</p>
V.	Planning	<p>A. Annual Plan 2018-2019</p> <p>i. MaryAnn reviewed the 2017-2018 seven strategies from the current annual plan and provided an overview on the accomplishments for each strategy.</p> <p>ii. Performance measures for AEBG were also reviewed.</p> <p>iii. Next steps to prepare for annual plan will include a SWOT analysis that will be conducted during the next meeting.</p>
VI.	Program / Committee Updates	<p>A. WorkCon: Presentation on UAA@Glendale was conducted by Alfred and partners in San Diego. Participants included colleges, workforce, other education, to understand process of co-enrollment.</p> <p>B. ESL Updates: Summer will be a level II class and will be co-taught with another instructor.</p> <p>i. Academic Senate and ACE hosted a conference that Naomi attended. Able to network with other VESL instructors.</p> <p>C. Library: Classes are being held at library in different topics. Flyers can continue to be disseminated to group.</p> <p>D. GCC: Meeting with Burbank Adult School (BAS) was held. BAS has Certified Nursing Assistant (CAN), HHA and want to link with GCC. WETDesign came on campus to explore employees including welders.</p> <p>E. VJC: Verdugo Jobs Center was awarded and will implement the Veterans Employment-Related Assistance Project (VEAP) grant.</p>
VII.	Presentations	<p>A. Presentation: Career & College Pathways – Copies of slides provided to all attendees. Jesse Holm presented the information on the two courses offered in Career and College Pathways. Will include career road mapping to understand potential career paths. Will also include career assessments. Work Readiness will focus on preparation and job retention skills. First day of summer class is June 19, 2018.</p>

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		<ul style="list-style-type: none"> i. Reviewed the age requirements for the course: must be at least 17.5 to qualify for a waiver. Must be 18 years of age to enroll, otherwise. ii. Any service provider can refer students to the class or they can self-refer. iii. Instructor will use multiple methods for teaching including role playing, projects, discussion and lecture. iv. Jesse announced that most referrals for this Cohorts are coming from several service providers as opposed to the high schools.
VIII.	Announcements & Next Steps	A. Unscheduled Business 1) Next meeting date: June 21, 2018
A.	Adjourn	Adjourn: 2:56 pm



Annual Plan 2017 -2018 Strategies

1. Continue expansion of ESL courses in the community with the implementation of courses at a local library and VJC/AJCC.
2. Continue integrated partnership and universal enrollment process with partners that serve AWD and ESL populations.
3. Implement Success in College Program for AWD
 - a) Implement College 2 Career course in fall semester (non-pilot).

Annual Plan 2017 -2018 Strategies (continued)



4. Continue Committee structure to develop innovative programs and services that meet the needs of ESL and AWD, including career pathways.
5. Implement Job Development for AEBG program graduates
6. Implement Workforce Preparation for all AEBG programs
7. Develop & Implement Professional Development Plan

Annual Plan 2017 -2018 Strategies



1. Continue expansion of ESL courses in the community with the implementation of courses at a local library and VJC/AJCC.
 - a) Added courses at Garfield beginning at 7:30am
 - b) Added courses at various community sites:
 - i. City recreation sites
 - ii. VJC
 - c) Partnered with IRC to provide ESL to refugees, asylees, immigrants

Annual Plan 2017 -2018

Strategies

2. Continue integrated partnership and universal enrollment process with partners that serve AWD and ESL populations.
 - a) Co-enroll ESL with CalJOBS for job placement tracking
 - b) Co-enroll ESL with WIOA Title I
 - c) Co-enroll AWD with CalJOBS and WIOA Title I
 - i) UAA@Glendale: Co-enroll with GCC/Credit, DSPS, AEBG, WIOA Title I, II, Lanterman Regional Center
 - d) Co-enroll walk-ins into CalJOBS/Title I: VJC is co-located at Garfield
 - e) Co-enroll CC Pathways: CalJOBS
 - i) On-ramp for UAA which will lead to UAA co-enrollments
 - f) GlendaleLEARNs: Role model in co-enrollment!

Annual Plan 2017 -2018

Strategies

3. Implement Success in College Program for AWD
 - a) Implemented Pilot Career and College Pathways in Summer, 2017
 - b) Implementing Cohort 2, June 27, 2018
 - c) Coordinated as an on-ramp to UAA@Glendale
4. Continue Committee structure to develop innovative programs and services that meet the needs of ESL and AWD, including career pathways.
 - a) Committees have met almost all tasks they developed in their respective action plans

Annual Plan 2017 -2018 Strategies (continued)



5. Implement Job Development for AEBG program graduates
 - a) Job development services are provided for co-enrolled students in CalJOBS and WIOA Title I

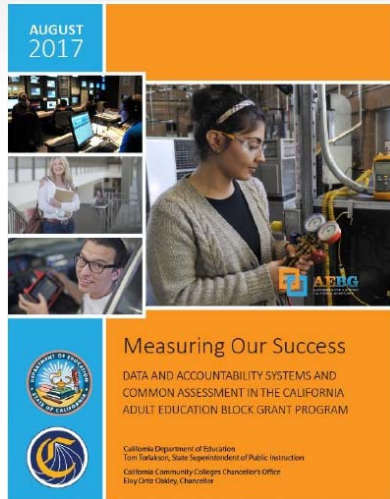
6. Implement Workforce Preparation for all AEBG programs
 - a) Implemented Work Readiness in UAA curricula (AEBG)
 - b) Implemented Work Readiness in CC Pathways

Annual Plan 2017 -2018 Strategies (continued)



7. Develop & Implement Professional Development Plan
 - a) Plan is underdevelopment
 - b) Partners have presented programs to group:
 - i. Verdugo Jobs Center
 - ii. Glendale Library Arts & Culture
 - iii. Glendale Youth Alliance
 - iv. Asencia
 - v. Raise the Floor
 - vi. Student Success / Parent Education
 - c) Emotional Intelligence Training & Train the Trainer
 - d) Participation in various conferences & regional training:
 - i. Meeting of the Minds, AEBG Annual Summit, COABE, TopsPRO, WorkCon

Measuring Our Success



Data Element Definitions

1. Students Served/Participants
2. Skills Gains for ABE, ASE, ESL
3. Diploma and Equivalency
4. Postsecondary Transition
5. Postsecondary Completion
6. Employment & Wages
7. Occupational Skills Gain
8. Workforce Prep Milestone

AEBG Outcomes

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

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

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: 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

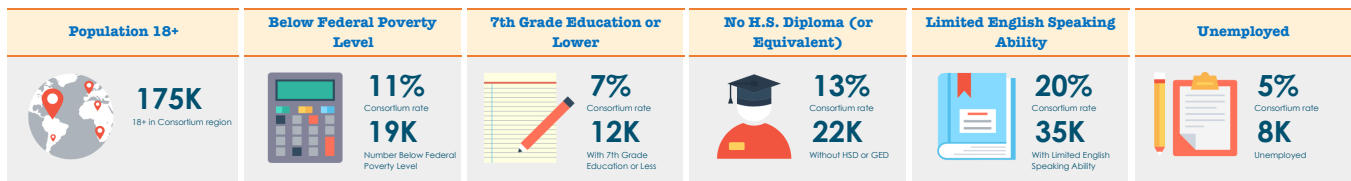
Committee: Programs for Adults with Disabilities				
Activities: <ul style="list-style-type: none">• Coordinate programs for adults with disabilities• Counsel DSPS students: Provide counseling to AWD students on site• Identify available services from AEBG partners (i.e. DOR, Regional Center, etc.)		<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 C²PAD	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

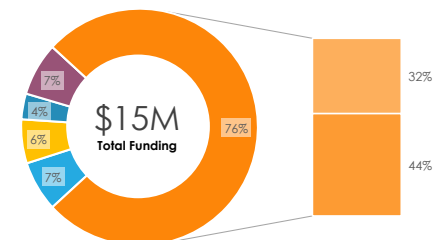
Committee: Marketing				
Activities: <ul style="list-style-type: none">• Create website• Develop marketing brochures and pamphlets• Create media packet		<ul style="list-style-type: none">• Create ambassador presentation for project• Develop marketing plan• Develop communication system for key stakeholders		
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

What are the Demographics of the Region?



How Much Funding Is Available to Support Adult Education?

■ AEBG	\$1,015,717
■ WIOA II	\$884,667
■ Perkins	\$518,014
■ Calworks	\$1,071,170
■ CCD Apportionment (Credit)*	\$4,770,864
■ CCD Apportionment (Noncredit)†	\$6,481,717
■ Adults In Corrections	\$0

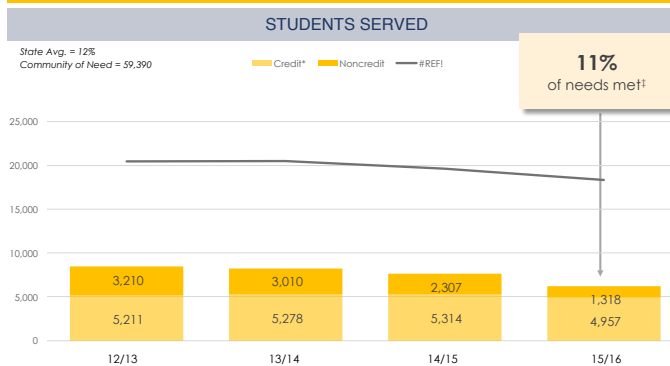


How are Consortia Meeting Regional Needs?

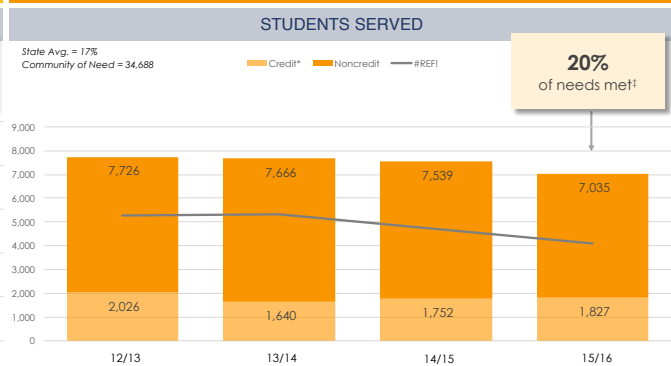
Total Students Served in AEBG Program Areas in 2015-16 academic year:

18,158

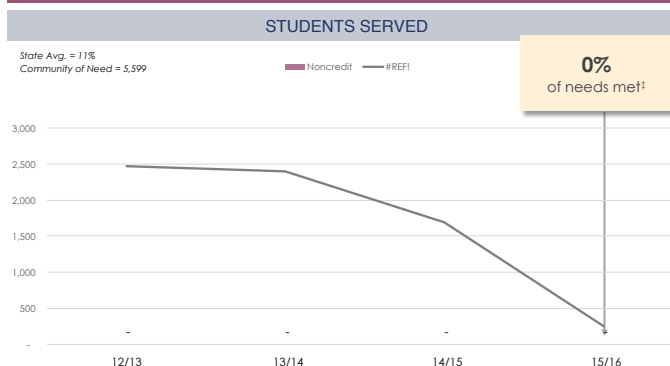
Elementary and Secondary Basic Skills



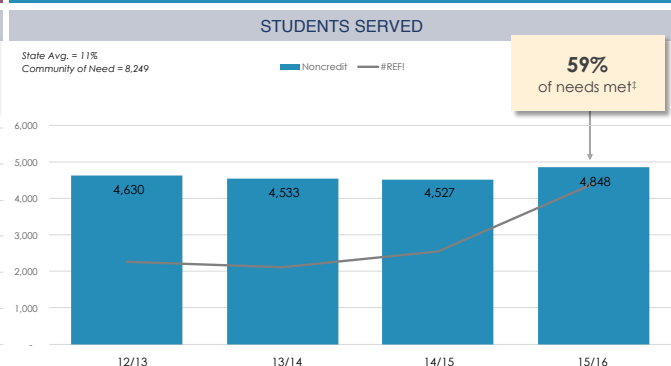
English as a Second Language



Programs for Adults with Disabilities



Career and Technical Education



* Credit Non-transferrable

† Noncredit vocational and basic skills

‡ Percent of needs met significantly higher than state averages warrant further investigation, but should not be construed as an indicator service levels exceed regional needs.

2017-06-30

Notes

Demographic Data

Demographic data is derived from ESRI 2014 and American Community Survey (ACS) 2009-2013 5-year estimates used to develop the funding formula for the AEBG Office. Additional ACS data pertaining to literacy rates and adults with disabilities were also used to calculate percent of needs met in Elementary and Secondary Basic Skills and Programs for Adults with Disabilities, respectively.

Funding Sources

- **AEBG** - Adult Education Block Grant (AEBG) funds are allocated to Consortia based on regional needs data. Funding reflects total allocations for the 2015-16 program year.
- **WIOA Title II (Adult Literacy)** - The Federal Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act provides supplemental funds for Adult Basic Education (ABE), high school subjects, English as a Second Language (ESL), citizenship, and English Literacy and Civics Education (EL Civics). Grantees include institutions of higher education, local educational agencies, nonprofit organizations, other organizations or agencies. Totals reflect 2015-16 funding awarded to Consortium member agencies.
- **Adult Perkins** - Perkins funding for adults only. Not to be confused with Perkins funding for secondary education. For K-12 adult schools, depending on the dollar amount, some allocations are combined to form Perkins consortia. The individual allocation amount may not reflect the activities and plans of that consortium. Members involved in Perkins consortia will be able to explain how their funding is allocated and the specific consortia wide activities.
- **CalWORKS** - The community college CalWORKs Program aims to provide support services to community college students receiving CalWORKs cash aid (students on welfare). These services include counseling, work study, child care, job development/job placement, and in some cases, transportation costs, and providing supplies including uniforms and books for coursework. For K-12, COE, and JPAs, the California State Budget Act requires CalWORKs funding support only those activities that are designed to increase self-sufficiency, job training and work. CalWORKs funds must be used to supplement and not supplant existing funds and services normally provided by Adult Education and ROC/P programs using general funds to pay the cost of services for welfare recipient pupils and those in transition off of welfare. Totals reflect 2015-16 Prop 98 and TANF CCD funding allocations (CCD) and 2015-16 CalWORKs apportionments for Regional Occupational Centers/Programs and Adult Education Programs.
- **CCD Apportionment** - Apportionment totals are estimated based on Full-Time Equivalent Students (FTES) enrolled in AEBG program areas. Estimates reflect 2015-16 rates - \$3,009 for Noncredit Basic Skills and Vocational, and \$5,004 for Credit Basic Skills.
- **Adult Correctional Funds (K-12 Only)** - This is a categorical program for K-12 districts and County Offices of Education. The Adults in Corrections Education (Jail Education) Program, California Department of Education (CDE) provides for the education of incarcerated adults at county jails in basic education, high school diploma, and English as a Second Language (ESL). Jail education classes are designed to help inmates improve competence in reading, language arts, mathematics, vocational (job skills) education, and self-esteem. The benefits and outcomes are an opportunity for lifelong learning and literacy skill development. Total reflects 2015-16 second principal apportionment summary.

Students Served

Counts of students served reflect unduplicated headcounts of students participating in AEBG programs, irrespective of fund source. Counts are unduplicated within but not across program areas, and include enrollments in CCD noncredit and credit (non-transferrable) courses. Community college data is drawn from LaunchBoard based on topcode, credit status, and in the case of Career and Technical Education, SAM code. In cases where no data is present for CCD, counts of students served reflect self-reported data. K-12 data is self-reported for years 12-13, 13-14, and 15-16; data for 14-15 is estimated where data for 12-13, 13-14, and 15-16 were present. Regional area averages presented for comparison reflect the following groupings:

- **Bay Area** - 05 Santa Cruz, 07 Mid Alameda County (Chabot-Las Positas), 12 Contra Costa, 17 Foothill De Anza, 18 Gavilan, 29 Marin, 36 Napa Valley, 38 Southern Alameda County (Ohlone), 42 Northern Alameda County (Peralta), 49 San Francisco, 51 South Bay (San Jose Evergreen), 53 ACCEL (San Mateo), 60 Solano, 61 Sonoma
- **Central Valley** - 23 Kern, 28 Capital (Los Rios), 31 Gateway (Merced), 50 Delta Sierra Alliance, 57 Sequoias, 59 Sierra Joint, 64 State Center, 67 West Hills, 68 West Kern, 69 Stanislaus Mother Lode (Yosemite), 70 North Central (Yuba)
- **Coast** - 01 Allan Hancock, 21 Salinas Valley, 33 Monterey, 52 San Luis Obispo, 54 Santa Barbara, 65 Ventura County
- **Inland Empire** - 03 Barstow, 08 West End Corridor, 13 Morongo Basin, 14 Desert, 35 Southwest Riverside, 39 Palo Verde, 46 Riverside About Students, 47 San Bernardino, 66 Victor Valley
- **LA Basin** - 02 Antelope Valley, 06 Southeast Los Angeles, 09 Citrus, 11 Tri-Cities, 15 South Bay (El Camino), 19 Glendale, 26 Long Beach, 27 Los Angeles, 34 Mt. San Antonio, 41 Pasadena, 45 Rio Hondo, 55 College of the Canyons, 56 Santa Monica
- **Northern** - 04 Butte-Glenn, 16 Feather River, 24 Lake Tahoe, 25 Lassen, 30 Mendocino-Lake, 44 North Coast, 58 Shasta-Tehema-Trinity, 71 Siskiyou
- **Orange Co** - 10 Coast, 37 North Orange, 43 Rancho Santiago, 62 South Orange
- **San Diego** - 20 San Diego East (Grossmont-Cuyamaca), 22 Imperial, 32 Coastal North, 40 San Diego North (Palomar), 48 San Diego, 63 South Bay (Southwestern)

Calculations

Calculations for estimating % of needs met are intended to support regional planning. To create these percentages, communities of need were posited based on the demographic data used for developing the AEBG funding formula, as well as American Community Survey data on literacy and non-institutionalized adults with disabilities. This number constitutes the denominator, and total unduplicated enrollment is the numerator in the formula for determining % of needs met within each program area. Communities of need were estimated as follows:

- **Elementary and Secondary Basic Skills:** 7th Grade Education or Lower + No HSD or Equivalent + Low Levels of Literacy
- **English as a Second Language:** Limited English Speaking Ability
- **Programs for Adults with Disabilities:** Non-institutionalized Adults with Disabilities between the ages of 18 - 64
- **Short-Term Career and Technical Education:** Total Unemployed

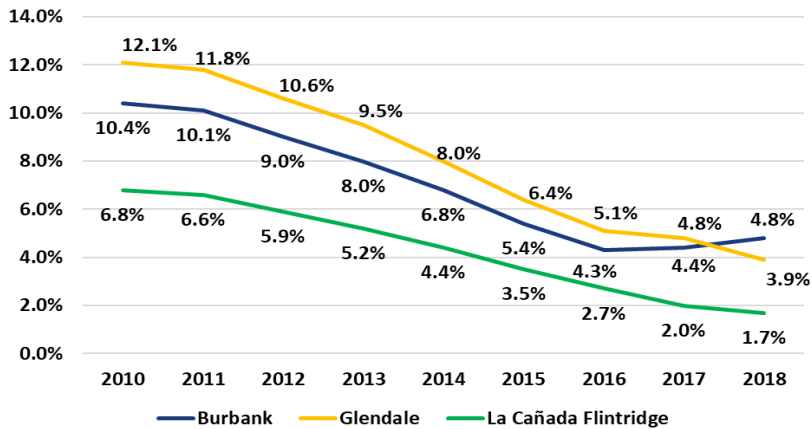
Questions or requests for additional information should be directed to the Adult Education Block Grant Office at aebg@cccoco.edu.

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

July 2018
Quarterly Issue

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

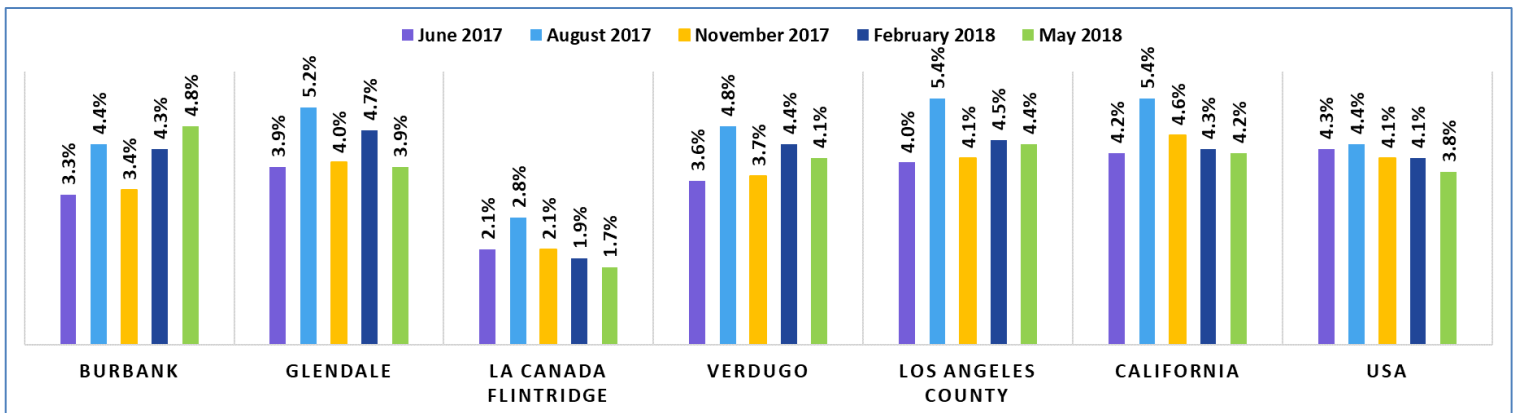
UNEMPLOYMENT RATES BY CITY (RESIDENTS)



Unemployment Rates Comparison

Verdugo: 4.1%
LA County: 4.4%
California: 4.2%
USA: 3.8%

UNEMPLOYMENT RATES COMPARISON



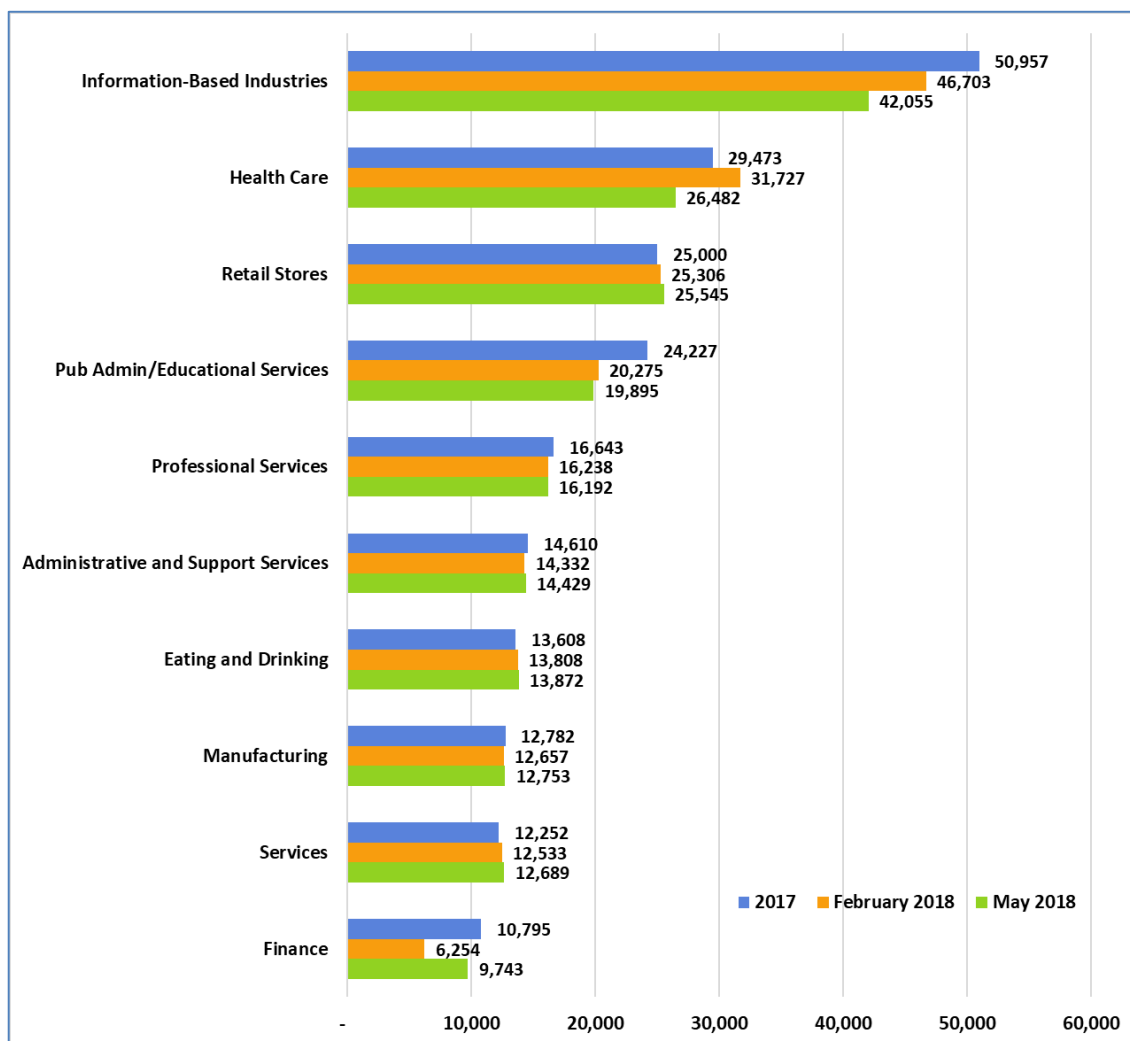
The unemployment rates have risen in Burbank while rates have decreased in Glendale and La Cañada Flintridge, contributing to the overall drop in the Verdugo region. Unemployment rates are based on residency in the three cities, county and state.

VERDUGO REGION LABOR FORCE (RESIDENTS)



Labor force numbers are also based on EDD estimates of the number of residents who earned at least \$1 during the reporting period. These residents may be working outside of the Verdugo Consortium. The total Verdugo labor force as of May 2018 is 173,300.

TOP 10 INDUSTRY SECTORS FOR EMPLOYMENT- VERDUGO CONSORTIUM



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

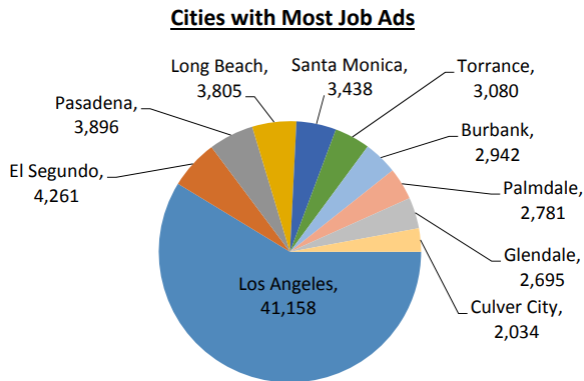
The *Information* sector includes publishing, broadcasting and social media; however, Information Technology falls under *Professional Services*. *Services* includes repair and maintenance as well as personal services such as housekeeping and laundry. *Administrative and Support Services* include office, employment, travel, and security services.

Retail Stores, *Admin & Support Services*, *Eating & Drinking*, *Manufacturing*, *Services*, and *Finance* recorded increases in the number of employed compared to February 2018. Notably, employment in *Finance* increased 55% since February 2018 after a 45% decrease from 2017 moving it back into the Top 10 Sectors. While the *Information* sector continues to be the leading industry in employment, there has been an 9% decrease in employment since February 2018 continuing the downward trend from 2017. This data continues to support the target industry sectors identified by the VWDB: *Health Care*, *Entertainment*, *Retail*, *Manufacturing*, and *Professional Services/Information Technology*, all which are included in the top 10 sectors.

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

July 2018
Quarterly Issue

CITIES WITH THE MOST JOB ADS



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

TOP OCCUPATIONS IN JOB ADS- VERDUGO AREA

OCCUPATION	# OF JOB ADS
1. Software Developers, Applications	220
2. Marketing Managers	208
3. Registered Nurses	169
4. Security Guards	166
5. Retail Salespersons	150
6. Information Technology Project Managers	145
7. Web Developers	124
8. Customer Service Representatives	121
9. Executive Secretaries and Executive Admin Assistants	110
10. First Line Supervisors of Retail Sales Workers	103

There was a 45% decrease in the number of Registered Nurses job ads from the previous quarter, dropping it's ranking to #3 in the Top 10 List. Software Developers moved up to the #1 ranking. Retail Salespersons job ads increased 31% since the previous quarter's report. New to the Top 10 List are the positions of Security Guards, Executive Secretaries and Admins, and First-Line Supervisors of Retail Sales Workers.

TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA



458 Ads
(-40%)



210 Ads
(+6%)



197 Ads
(-16%)



138 Ads
(+12%)



96 Ads
(New to Top 5)

*Increase/Decrease from April 2018 Verdugo LMI report

DEFINITIONS

Labor force: Persons classified as employed or unemployed.

Employed persons: Persons 16 years and over in the civilian noninstitutional population who, during the reference week, (a) did any work at all (at least 1 hour) as paid employees; worked in their own business, profession, or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of the family; and (b) all those who were not working but who had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job. Excluded are persons whose only activity consisted of work around their own house (painting, repairing, or own home housework) or volunteer work for religious, charitable, and other organizations.

Unemployed persons: Persons aged 16 years and older who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Unemployment rate: The unemployment rate represents the number unemployed as a percent of the labor force.