

## Adult Education Implementation Meeting

Verdugo Jobs Center  
1255 S. Central Avenue, Glendale CA 91204  
October 17, 2019 ♦ 1:00pm-3:00pm

### Agenda

Agenda Item		Purpose	Person(s) Responsible	Time Frame
I.	<b>Introduction</b>	A. Welcome & Introductions	Alfred	5 min.
II.	<b>Public Comments</b>	A. Community Comments	Community	5 min.
III.	<b>Minutes</b>	A. Review & Approval of Minutes for September 19, 2019	Board	5 min.
IV.	<b>Director's Report</b>	A. Updates from the Director	Alfred	20 min.
V.	<b>Planning</b>	A. Annual Plan 1. Developing Action Plans for 19-20	MaryAnn	45 min.
VI.	<b>Member &amp; Partner Updates</b>	A. Partner Updates	All	40 min.
VII.	<b>Next Steps</b>	A. Next meeting date: November 21, 2019	All	
VII.	<b>Adjourn</b>	Adjourn: 3:00 pm		





## Adult Education Implementation Meeting

Verdugo Jobs Center  
1255 S. Central Avenue, Glendale CA 91204  
September 19, 2019 ♦ 1:00pm-3:00pm

**Attendees:** Hilda Gazarian, Tiffany Nakawatase, Naomi Sato, Rick Saunders, Joylene Wagner

**Members:** Alfred Ramirez, Judith Velasco

**Staff:** MaryAnn Pranke

### Meeting Notes

Agenda Item		Outcome
I.	Introduction	<b>A. Welcome &amp; Introductions</b> 1. Director AR opened the meeting and welcomed all attendees.
B.	Public Comments	<b>A. Community Comments</b> 1. No public comments submitted.
C.	Minutes	<b>A. Review &amp; Approval of Minutes for July 18, 2019</b> 1. MaryAnn pointed out that the date on the minutes was incorrect and should read "July 18, 2019." Board approved minutes with the change.
D.	Director's Report	<b>A. Updates from the Director</b> 1. Alfred reported that enrollments are down in most areas at Garfield and only about 3% down in enrollments at Verdugo Campus. Garfield Campus was remodeling and may have impacted enrollments. 2. GCC is moving forward with purchase of property from Garfield, Chevy Chase, Acacia to Adams streets. Neighbors are receiving assistance for relocation. The property will be used primarily for parking. Ratio was 27 students per 1 parking space. This will be relieved with the additional parking. There is a potential for offices to be added as well. 3. Three classrooms are being rented from the medical offices across the street from Garfield Campus. VJC has been assisting in recruiting students. Wait list for spring classes has been established. Rent is being paid for by CAEP funds.

Agenda Item		Outcome
E.	Planning	<p><b>A. Annual Plan</b></p> <ol style="list-style-type: none"> <li>1. MAP distributed hard copies of the Annual Plan and walked through the contents of the plan. The Plan was developed by the members and partners during the July meeting. MaryAnn suggested that the next meeting be dedicated to completing action plans.</li> </ol>
F.	Member & Partner Updates	<p><b>A. Partner Updates</b></p> <ol style="list-style-type: none"> <li>1. MAP announced that the CAEP Annual Summit is being held in Garden Grove this year at the end of October. Several partner representatives will be attending. MAP and Alfred will be presenting.               <ol style="list-style-type: none"> <li>a. MAP also reported that the Annual CAEP Leader meeting was being held at the end of the month and she would be attending to represent GlendaleLEARNNS. Alfred is on travel and is not available.</li> <li>b. MAP shared that Cohort 5 of the Verdugo CNC Machinist Academy began with the Fall Semester. The Academy has 11 students and has added Digital Literacy and Tech Math as non-credit courses. Work Readiness, Employer Engagement and Emotional Intelligence remain as afternoon non-credit courses.</li> </ol> </li> <li>2. Judy announced that the Tech Job Fair held was very successful. VJC called 800 CalJOBS registrants with tech background to recruit for the fair. A total of 25 employers and 300 job seekers attended and have provided very good feedback.               <ol style="list-style-type: none"> <li>a. Judy reported that a joint meeting with GCC Board of Trustees and City Council is being held in October. Judy has been asked to put together a PowerPoint and present the partnership between GCC and Verdugo Workforce Development Board. Council members are aware of CNC Machinist Academy but not necessarily how the partners work together to provide the services to other special populations.</li> </ol> </li> <li>3. Naomi reported that a new English for work level 3 course began at VJC. A total of 12 people are in the class. This semester Naomi switched focus. Jan Young is developing a certificated program for a 9-month medical assistant and clinical assistant (front/back office) training. Graduates can</li> </ol>



Agenda Item	Outcome
	<p>get both certificates in 9 months. Naomi assists the program by providing ESL assistance to students who are English Language Learners (ELL). MaryAnn and Judy are interested in this program to serve ELL as a model career pathway that is aligned with the goals of an ELL grant currently being implemented.</p> <ul style="list-style-type: none"> <li>a. Naomi announced that she finished the Hilton classes but could not keep the enrollments up. A new contract switched the shifts which moved half the students to a different timeframe, making it impossible for them to attend. Pilot shows the potential of offering this service to employers and will continue to explore partnerships.</li> <li>b. GCC is starting a Learning Café for students to have coffee and snacks and interface in English to gain additional conversational practice.</li> <li>c. GCC hired a new ESL instructor.</li> </ul> <p>4. Tiffany announced that she reduced her counseling hours in workforce development to provide online counseling.</p> <p>5. Hilda announced that IRC met with MaryAnn to work on the 19-20 contract to start classes in October and offer VESL, VESL classes will consist of beginning, intermediate and conversational. IRC will also offer their citizenship classes at Central Library. Hilda will email flyer to MaryAnn for dissemination to the group. IRC VESL classes tend to attract the more mature group of 45-65 years of age and even above 70.</p> <p>6. Joylene reported that Communitas is alive and well. Financial Literacy, Money Matters is available to assist low income individuals and families. Joylene suggested that perhaps partnerships can be explored to offer the classes as part of classes and pathways such as ESL or CNC.</p> <p>7. Rick reported on the WorkAbility program. New issues with retail stores such as Tilly's, PacSun, Hot Topics have emerged. The stores, which have hired students in the past, would not take students this year but was able to get Journee Shoe Store. Some students are working off their STEP hours and they are at the worksites that used to be workability worksites so he can't use the sites until those students are done with their STEP hours. Judy suggested</p>

Agenda Item		Outcome
		coordinating business service contacts so we don't have multiple contacts to a specific business. ROP students are also competing for retail jobs. Judy will follow up with GYA and VJC to begin coordination with WorkAbility.
<b>G.</b>	<b>Next Meeting</b>	<b>A. Next meeting date:</b> October 17, 2019.
<b>H.</b>	<b>Adjournment</b>	Meeting Adjourned at 2:30pm.



## Adult Education Implementation Meeting

Verdugo Jobs Center  
1255 S. Central Avenue, Glendale CA 91204  
July 18, 2019 ♦ 1:00pm-3:00pm

**Attendees:** Louis Melendez, Emma Sanchez, Joylene Wagner

**Members:** Alfred Ramirez, Judith Velasco

**Staff:** MaryAnn Pranke

### Meeting Notes

Agenda Item		Outcome
I.	Introduction	<b>A. Welcome &amp; Introductions</b> 1. Director AR opened the meeting and welcomed all attendees.
B.	Public Comments	<b>A. Community Comments</b> 1. No public comments submitted.
C.	Minutes	<b>A. Review &amp; Approval of Minutes for June 20, 2019</b> 1. Minutes unanimously approved as presented.
D.	Director's Report	<b>A. Updates from the Director</b> 1. AR reported that GCC has signed the lease with the medical center across the street and classes will begin at that location this coming fall semester which starts September 3, 2019.  2. AR stated that Garfield campus will be going through construction/renovation over the summer; therefore, summer classes will only run for 6 weeks.
E.	Planning	<b>A. Three Year Plan</b> 1. MAP distributed hard copies of the Three-Year Plan and walked through the contents of the plan, including the Logic Models which detail the goals, strategies and tasks. The Logic Models outline short-term and long-term action plans.  <b>B. Annual Plan</b> 1. MAP reported that the Annual Plan is due August 15, 2019.  2. The participants reviewed the goals, strategies and tasks in the short-term plans of the Three Year Plan and identified those that would comprise the goals and strategies for the Annual Plan for Program Year 2019-2020.

<b>Agenda Item</b>		<b>Outcome</b>
		3. MAP will complete the Annual Plan based on the input from the participants. The Annual Plan will be presented at the next meeting.
<b>F.</b>	<b>Member &amp; Partner Updates</b>	<b>A. Partner Updates</b> <ol style="list-style-type: none"> <li>1. JV shared that the City of Glendale is opening its first all-inclusive playground: Maple Park. Grand opening will be held on August 17<sup>th</sup>.</li> <li>2. JV also reported that VJC will have a table at Cruise Night and will distribute materials on all programs available.</li> <li>3. JV announced that another Music Internship is scheduled to start. Six sessions will be held in this cohort and now includes 12 students from GCC, Burbank Unified School District and Glendale Unified School District. This session will focus on the instrumentalist as opposed to technical production. The next session will begin July 26 and two scoring sessions will be scheduled.</li> </ol>
<b>G.</b>	<b>Next Meeting</b>	<b>A. Next meeting date:</b> September 19, 2019. August meeting will not be held.
<b>H.</b>	<b>Adjournment</b>	Meeting Adjourned at 3:00pm.

# Sacramento

## Office of Education

# County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003  
PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA  
(916) 228-2500 • [www.scoe.net](http://www.scoe.net)

David W. Gordon  
Superintendent

August 19, 2019

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Dear MaryAnn Pranke,

We have exciting news! **USA Learns**, America's #1 free way to learn English online for adults, has teamed up with *Voice of America* to bring English language learners a new, interactive course based on the VOA's *Let's Learn English 1* video series. The new course, **English 1 Plus**, helps learners further explore the English language as they practice their English skills via a variety of interactive, engaging activities.

Since 2008, the **USA Learns** website has helped more than **12 million adults** learn to read, write, listen and speak English—for free! It's used by adult education agencies and independent learners throughout the U.S. and the world, and now has **5 interactive courses**.

The new **English 1 Plus** course provides a great opportunity for learners to develop additional English skills at the beginning high / intermediate low level. The course follows last year's release of the *USA Learns Citizenship* course, which has helped more than 150,000 immigrants across the country prepare for U.S. citizenship.

**Please help us spread the word about this amazing and completely free online resource.**

To get started, students can go to [www.usalearns.org](http://www.usalearns.org) and click *Start Now* to register for the new **English 1 Plus** course.

Teachers can easily deliver free online instruction to their learners, monitor progress, scores, and get user-friendly reports about time spent by going to [www.usalearns.org/teacher](http://www.usalearns.org/teacher).

If you have questions, please feel free to email [help@usalearns.org](mailto:help@usalearns.org) or contact me directly. We are confident your adult learners and teachers will love the new course!

Sincerely,



Andrea Willis

Director, Internet and Media Services / USA Learns  
[awillis@scoe.net](mailto:awillis@scoe.net) / (916) 228-2760

"As a long-time user of both *USA Learns* and *VOA Learning English*, I believe the interactive elements of *USA Learns'* new *English 1 Plus* course makes the VOA's *Let's Learn English* video content more effective. I'm excited to use it with my students!"

-- Jennifer Gagliardi  
ESL teacher, Milpitas  
Adult School







## BECOME A MEDICAL ASSISTANT IN 9 MONTHS!

**AND THE CLASSES  
ARE FREE!**

Interested in learning more about our program? Come to our Informational meeting on Wednesday, January 15, 2020 from 12-1PM at our Garfield Campus, Mariposa Building, Room 304. Hope to see you there!

Glendale Community College just started a brand new program at its Garfield Campus (1122 E Garfield Ave. Glendale) as part of its Short Term Vocation classes offered. *The class and textbooks are offered at no cost.* In the Spring and Summer sessions, students will study administrative medical assisting, and in the fall, students will learn clinical medical assisting by practicing skills needed for the job.

Classes will be held 8:30am-12:30pm Monday-Thursday. All students must begin the first day of the spring semester, Tuesday February 18, 2020. Students must be able to read, write, and speak in English.

Interested? Contact Yazz at 818-240-1000 Ext. 5690 to find out how to register starting January 27.

Our classes are limited to 25 students only, so register starting January 27, 2020 to ensure your space.





# ELL Co-Enrollment Pilot Program Quarterly Stakeholders Brief

June – September 2019

## ELLs in California

- California is home to more immigrants than any other state in the US
- Over 11 million individuals, or 27% of CA's population, are foreign born
- CA's ELLs speak Spanish as their primary language followed distantly by Vietnamese (2.2%) and Chinese (1.8%)\*

## Where They Are

Grantee sites represent different areas of California. See below for their locations.



## Welcome

Welcome to the first Quarterly Stakeholders Brief. Each quarter the TA and evaluation teams will share a brief that includes project updates, showcasing of key learnings, performance data and customer profiles, among other highlights. This quarter, covering June through September of 2019, we will showcase each of the grantee site teams and their projects. While all projects are aimed at improving support to ELL populations in their respective areas, each team is approaching this target a bit differently by leveraging their specific strengths. Additionally, all site teams have a rich network of collaborating partners engaging in work that will bring unique community connections to each project. In this quarterly brief you will see further details about each site as well as a bit about each team's expected project outcomes.



## Pilot Project Goals

- Expand existing ELL Navigator models
- Establish or enhance strong partnerships with CBOs and WIOA Unified Plan partners to strategically co-enroll participants
- Improve labor market and skills outcomes for ELL participants
- Leverage resources and programs to improve ELL services
- Create new models for service delivery and funding alignment
- Match state award with funding from industry, labor, the public and community partners

## Quarter 2 Upcoming TA



November, 2019  
Online Webinar on  
Immigration Related  
Challenges Facing  
Grantees



Launch of Project  
Web Portal



Los Angeles &  
Richmond Site Visits



Grantee Convening  
November 21<sup>st</sup>, 2019

## Meet the Grantees

**The Los Angeles Pomona Puente Collaborative** will support Spanish speaking ELLs with a diverse set of services aimed at helping clients to earn in-demand industry credentials, complete short term work experiences and gain sustained employment. Client services include tailored bilingual vocational trainings, customized IEPs, credential certification training opportunities, and referrals to partner agencies to access supportive services including housing support, uniforms and tools required by certain employers. The team will target Spanish speaking ELL job seekers using an authentic grassroots approach that leverages the unique community connections of local CBOs.

**Project IMPACTO** in Richmond implements a navigator model of services that support ELL clients who have traditionally encountered challenges navigating the workforce development system. Navigators, who are linguistically and culturally fluent in the communities they work, are located in the Richmond AJCC however they spend a majority of their time working in partnership with local CBOs. This relationship allows for strong and effective handoffs of clients between partners. As part of each service, clients are directed into training, credentials and employment opportunities that align with career pathway programming.

**The Tulare ELL Co-Enrollment Pilot Project** team aims to increase and strengthen their work with ELL populations in several local communities. ELL job seekers in these areas will have access to services provided by a diverse set of partners aimed at upskilling job seekers. Training opportunities will promote career pathways in advanced manufacturing, construction, healthcare, energy, agriculture, transportation and logistics. The team will establish a new co-enrollment process that supports the co-case management of clients and collaboration between the Tulare WIB and the project's WIOA Title II Adult Education partners. Increasing this alignment among service providers in the local area will allow the team to expand their service infrastructure and increase the resources available to co-enrolled clients.

In collaboration with their partners, **the VECES project** aims to expand the Verdugo Workforce Development Board's process of strategic co-enrollments for the English Language Learner (ELL) population. Once onboard, individuals will be guided through a variety of services by their student success team. Service options will include VESL classes, career pathway programs and trainings, immigration support, career counseling, opportunities to enroll in public assistance programs, and access to supportive services such as transportation and childcare.

## Evaluation Activities At-A-Glance

The California Workforce Association (CWA) and Social Policy Research Associates (SPR) are excited to lead the evaluation efforts of the English Language Learner Co-enrollment Pilot Program. The main objectives of our evaluation are to: a) describe how pilots implement their programs, provide services, and engage with their partners to better serve the population of English Learners in their areas, b) describe the outputs and early outcomes that pilots and the ELLs they serve achieve; and c) to engage with pilot teams to promote continuous shared learning across all pilot stakeholders which include pilot teams, the TA team, and state leadership through the sharing of evaluation findings.

Both evaluation study components, the implementation and emerging outcomes, will be guided by a set of research questions. The answers to these questions will help telling a story of how each of the grantees carried out their efforts during the grant period and will provide various opportunities to lift lessons learned as pilots implement co-enrollment practices, leverage their partnerships in the provision of services, and address challenges.

To answer the research questions, we will engage in several data collection activities throughout the duration of the grant. The implementation study activities will include gathering pilots' documents and holding conversations with pilot team staff and their partners (Q1 2020) and conducting site visits to each of the pilot sites (Q3 2020). A member of the evaluation team will reach out to the grantees to coordinate at least a month in advance and provide more details about the content of the activities.

The emerging outcomes study will rely primarily on data that pilot team staff enter into CalJOBS and TopsPro Enterprise, the two main databases where grantees will be recording participants' demographic characteristics, services received, and outcomes. For this reason, entering data into both systems as accurately and timely as possible, is of great importance. Both the evaluation and TA teams are looking forward to supporting grantee efforts in this and other areas as grant activities ramp up.

### Spotlight on Co-Case Management – Convening #1

Three convening will take place over the course of grant period with the first scheduled on November 21<sup>st</sup>, 2019 in Sacramento. TA at the first convening will focus on Co-Case Management best practices. Specific topics will include joint intake processes, data and knowledge sharing, as well as CBO partner engagement throughout the program process.

Site teams, along with their partners, will be invited to attend and will work together on project improvements and learning.



## Implementation Study

- How do the pilots design and implement co-enrollment practices to expand access to services and improve outcomes of ELL participants?
- What are the characteristics of strong pilot partnerships that provide effective and efficient services to ELLs?
- What lasting or systemic changes to partner program practices result from pilot program activities?
- What lessons can be learned from the implementation of the pilots that can help to increase ELL co-enrollment across California?

## Emerging Participant Outcomes Study

- Who are the ELLs that participate in each of the pilots? What types of individual-level barriers do they face?
- What services do ELLs enrolled in the pilots receive? How do these differ across pilots?
- How many pilot participants are co-enrolled in WIOA Title I, II, III, and other WIOA Unified Plan partner programs?
- What measurable skills gains – including advancement in educational functioning levels – do pilot participants achieve?

## Resource Link Library

**Pathways to Services, Referral, and Enrollment** – This policy document provides guidance to service providers by establishing the procedures regarding verifying work authorization and making services accessible to all populations in California. View this document [here](#) or by clicking the link below.

[https://www.edd.ca.gov/jobs\\_and\\_training/pubs/wsd18-03.pdf](https://www.edd.ca.gov/jobs_and_training/pubs/wsd18-03.pdf)

**English Language Learners Navigator Initiative** – A collection of resources developed by local partnerships serving English learners, including outreach materials in multiple languages, program flow charts, and lessons from the first round of ELL Co-Enrollment pilots are available on the CA WDB website [here](#) or by clicking the link below.

<https://cwdb.ca.gov/initiatives/english-language-learners-navigator-initiatives/>

**Opening Doors of Opportunity** – The full evaluation of the ELL Co-Enrollment Navigator Pilot of 2017-2018 can be found [here](#) or by clicking the link below. This report details the site teams and their programs while highlighting best practices from the implementation teams and suggestions for the future.

<https://cwdb.ca.gov/wp-content/uploads/sites/43/2019/06/ELL-Navigator-Final-Evaluation-May-2019.pdf>

A new **report by the National Skills Coalition** helps make the case for changing policy and building partnerships to serve English learners. The report explores racial and ethnic disparities in attainment and access; systemic barriers to equitable workforce training and quality employment, and why advancing equity is a moral imperative. To learn more, read NSC's new publication, [“The Roadmap for Racial Equity: An imperative for workforce development advocates.”](#)

In September, ELL Co-Enrollment grantees and their partners were invited to a **Data Training Webinar** that provided a framework for understanding WIOA adult education and workforce development outcomes in a co-enrollment program model as well as specific guidance on data entry and reporting practices. Shared [here](#) as well as in the link below is the first slide deck that covers the overview and TE data entry training. Shared [here](#) as well as below is the second slide deck that covers the CalJOBS data training.

Slide deck 1 - <https://edd.connectsolutions.com/p1310iq08gw/>

Slide deck 2 - <https://edd.connectsolutions.com/p775jzcf2l2/>



NLSLA provides free legal services to low-income individuals that live in LA County.



**FREE  
LEGAL  
HELP**



## ADDRESSING BARRIERS IN OUR COMMUNITY:



### HOUSING

Landlord-Tenant Problems  
Eviction, Homeowner Fraud  
Section 8, Public Housing



### ACCESS TO HEALTH

Problems with Denials:  
(Coverage, Service, etc.)  
Medical Debt, Wrongful Billing



### FAMILY PROTECTION

Family Law  
(Restraining Orders, Child Custody, etc.)  
Immigration  
(U Visa, T Visa, VAWA, Naturalization)



### INCOME

Problems with:  
Bankruptcy, CalWORKs, CalFresh,  
GR, CAPI, RCA, SSI/SSDI  
Overpayments and Terminations



### ACCESS TO COURTS

Legal Information  
Help with Court Forms  
Legal Resources and Referrals



### REENTRY

Criminal Record Clearing  
Errors in Background Reports  
Drivers License Suspensions

**General Hotline:**  
**(800) 433-6251**

Mon - Fri, 9am - 1pm (closed every Wed.)

**Health Hotline:**  
**(800) 896-3202**

Mon - Fri, 9am - 5pm (closed 2pm - 4pm on Wed.)

## NLSLA OFFICES

### PACOIMA

13327 Van Nuys Blvd.  
Pacoima, CA 91331  
Fax: (818) 896-6647

### GLENDALE

1104 E. Chevy Chase Dr.  
Glendale, CA 91205  
Fax: (818) 291-1795

### BOYLE HEIGHTS

1200 N. State St., #1014  
Los Angeles, CA 90033  
Fax: (323) 225-0027

### EL MONTE

3629 Santa Anita Ave., #109  
El Monte, CA 91731  
Fax: (626) 307-3650

NLSLA ofrece servicios legales gratis para personas de bajos recursos en el condado de Los Ángeles.



# AYUDA LEGAL GRATIS

## ABORDANDO LAS BARRERAS EN NUESTRA COMUNIDAD:



### DERECHOS DE VIVIENDA

Problemas entre Propietario y Inquilino, Desalojo, Fraude de parte del Propietario, Sección 8, Vivienda Pública



### INGRESOS

Problemas con:  
Bancarrota, CalWORKs, CalFresh, GR, CAPI, RCA  
Sobrepago y terminación de SSI/SSDI



### ACCESO A LA SALUD

Problemas con Negaciones  
(Cobertura, Servicios, etc.)  
Deuda Médica, Facturación Injusta



### ACCESO A LAS CORTES

Información Legal  
Ayuda con Formas de la Corte  
Recursos y Referencias Legales



### PROTECCIÓN FAMILIAR

Ley Familiar  
(Orden de Restricción, Custodia de Niño, etc.)  
Inmigración  
(Visa U, Visa T, VAWA, Naturalización)



### REINTEGRACIÓN

Limpiar Antecedentes Criminales  
Errores en Reportes de Antecedentes  
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**Línea General:**  
**(800) 433-6251**

Lun - Vie, 9am - 1pm (cerrado todos los miércoles)

**Línea de Salud:**  
**(800) 896-3202**

Lun - Vie, 9am - 5pm (cerrado 2pm - 4pm los miércoles)

## OFICINAS DE NLSLA

### PACOIMA

13327 Van Nuys Blvd.  
Pacoima, CA 91331  
Fax: (818) 896-6647

### GLENDALE

1104 E. Chevy Chase Dr.  
Glendale, CA 91205  
Fax: (818) 291-1795

### BOYLE HEIGHTS

1200 N. State St., #1014  
Los Angeles, CA 90033  
Fax: (323) 225-0027

### EL MONTE

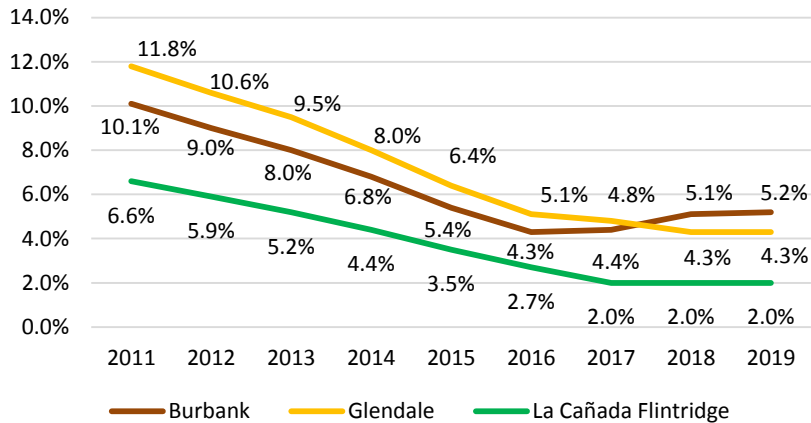
3629 Santa Anita Ave., #109  
El Monte, CA 91731  
Fax: (626) 307-3650

# Verdugo Workforce Development Board Labor Market Report: Verdugo Region

October 2019  
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.

## ANNUAL UNEMPLOYMENT RATES BY CITY

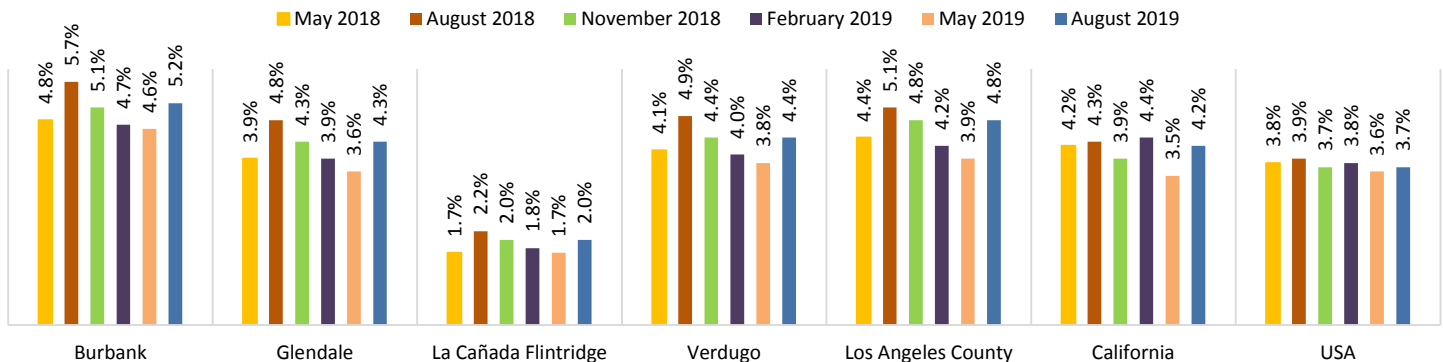


The 2019 Rate is the current quarter's unemployment rate.

## Unemployment Rates Comparison

**Verdugo: 4.4%**  
**LA County: 4.8%**  
**California: 4.2%**  
**USA: 3.7%**

## UNEMPLOYMENT RATES COMPARISON



The unemployment rates have increased in all three cities, contributing to the overall increase in the Verdugo region. Unemployment rates are based on residency in the three cities, county and state.

## VERDUGO REGION LABOR FORCE (RESIDENTS)



9,700



59,400



103,700

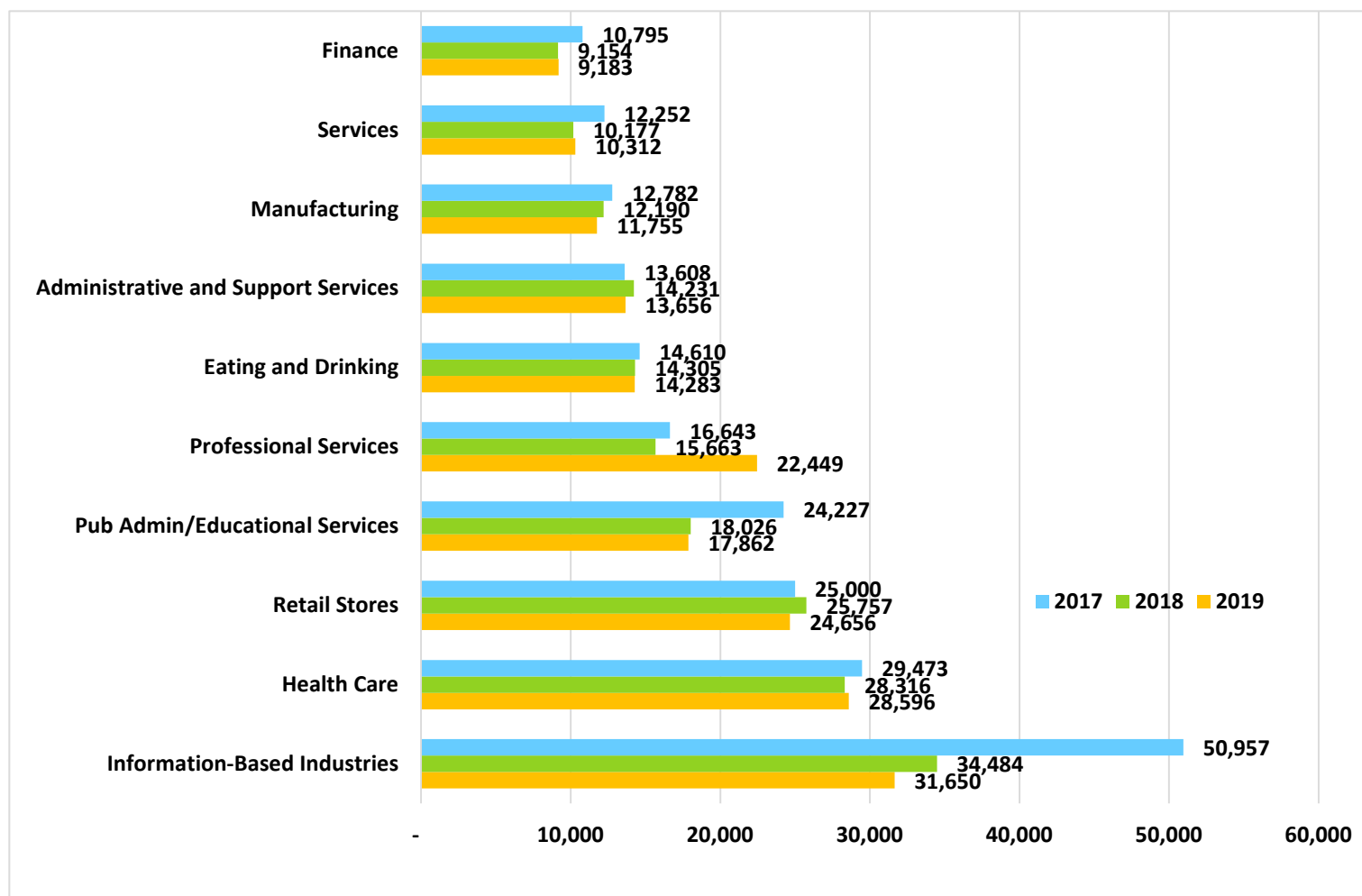


172,800

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 August 2019 is 172,800.

Source: Employment Development Department Labor Market Information Division  
Reporting Period: October 2019 for activity in the month of August 2019

## 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 a 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.

In 2019, *Health Care* and *Professional Services* recorded increases in the number of employed compared to 2018. While the *Information* sector continues to be the leading industry in employment, there has been an 38% decrease in employment continuing the downward trend from 2017. Public Administration/Education Services continues to decrease with a 26% difference between 2017 and 2019. Professional Services has increased by 35% since 2017. This data continues to support the target industry sectors identified by the VWDB: *Health Care, Retail, Manufacturing, and Professional Services/Information Technology*, all which are included in the top 10 sectors.

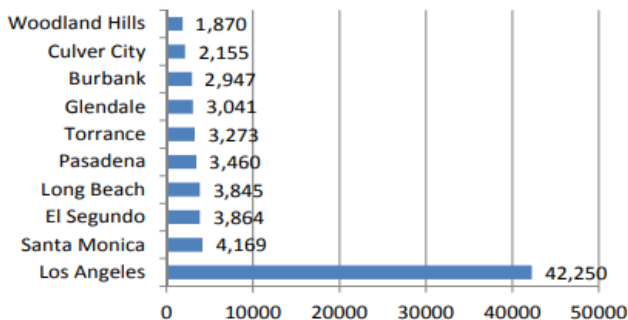


# Verdugo Workforce Development Board Labor Market Report: Verdugo Region

October 2019  
Quarterly Issue

## CITIES WITH THE MOST JOB ADS

**Cities with Most Job Ads**



Help Wanted Online from The Conference Board and WANTED Technologies report the top ten cities in Los Angeles County with the most job ads. Burbank and Glendale are consistently reported amongst these top ten cities, indicating 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. Retail Salespersons	265
2. Marketing Managers	260
3. Software Developers, Applications	229
4. Registered Nurses	191
5. Market Research Analysts and Marketing Specialists	170
6. First-Line Supervisors of Retail Sales Workers	155
7. Customer Service Representatives	103
8. First-Line Supervisors of Office and Administrative Support Workers	102
9. Managers, All Other	96
10. Executive Secretaries and Executive Administrative Assistants	90

Overall there was a 9% decrease in job ads in the top 10 occupations (151 fewer ads). Retail Salesperson job ads increased by 10% and moved to the #1 spot from #3. Marketing Managers moved from the #1 spot to #2 and had a 16% decrease in ads. Software Developers moved to #3 with a 12% decrease in the number of ads. Market Research Analysts dropped to #5 with a 20% decrease in ads. First-Line Supervisors of Office and Administrative Support Workers are new to the top 10 list, replacing Security Guards. Executive Secretaries and Executive Administrative Assistants had a 20% decrease in job ads.

## TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA

				
895 Ads (-15%)	124 Ads (-61%)	98 Ads (-43%)	94 Ads NEW	80 Ads NEW

\*Increase/Decrease from July 2019 Verdugo LMI report. Providence Health and ServiceTitan replaced Allied Universal and White Memorial Medical Center.

Source: Employment Development Department Labor Market Information Division  
Reporting Period: October 2019 for activity in the month of August 2019

# Labor Market Report: Verdugo Region

## 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 over 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 of unemployed persons as a percent of the labor force.