

Verdugo Workforce Development Board



Verdugo Workforce Development Local Plan 2021 - 2024 Modification

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I. ACRONYMS

ABE	Adult Basic Education
AD	Adults
ADA	Americans with Disability Act
AJCC	America's Job Center of California
AMA	American Medical Assistant
ARS	Armenian Relief Society
ASD	Autism Spectrum Disorder
ASE	Adult Secondary Education
BioTC	Biocom Technician Certification
BLS	Bureau of Labor Statistics
BST	Business Services Team
BUSD	Burbank Unified School District
CA	California
CAEP	California Adult Education Program
CalWORKS	California Work Opportunity and Responsibility to Kids
CBO	Community Based Organization
CCD	Customer-Centered Design
CDC	Center for Disease Control
CEO	Chief Elected Official/Officer
CERAP	California Emergency Relief Program
CFR	Code of Federal Regulations
CIE	Competitive Integrated Employment
CLEO	Chief Local Elected Official
CNC	Computer Numerical Control
CoC	Continuum of Care
CQIA	Certified Quality Inspector Associate
CTE	Continuing Technical Education
CWA	California Workforce Association
DAS	Division of Apprenticeship Standards
DEI	Diversity Equity and Inclusion
DCSS	Department of Child Support Services
DOL	Department of Labor
DOR	Department of Rehabilitation
DPSS	Department of Public Social Services
DSPS	Disabled Students Program and Services
E&T	Employment and Training
ECE	Early Childhood Education
Ed	Education
EDD	State of California Employment Development Department
EIP	Employment Incentive Program
ELL	English Language Learners
EO	Equal Opportunity

ESL	English as a Second Language
GCC	Glendale Community College
GR	General Relief
GREAT	Glendale's Resource for Employment and Training
GRIT	Glendale Relationship Initiation Team
GUSD	Glendale Unified School District
GYA	Glendale Youth Alliance
GYEP	Glendale Youth Employment Partnership
HHAP	Homeless Housing Assistance Program
HR	Human Resources
HUD	Housing and Urban Development
ID/DD	Intellectual Disabilities and Developmental Disabilities
IEP	Individual Employment Plan
IRC	International Rescue Committee
ISD	Integrated Service Delivery
ISS	Individual Service Strategy
IT	Information Technology
IWD	Individuals with Disabilities
JPA	Joint Powers Agreement
JJCP	Juvenile Justice Crime Prevention
JVS	Jewish Vocational Services
LA	Los Angeles
LABRPU	Los Angeles Basin Regional Planning Unit
LACOE	Los Angeles County Office of Education
LAMC	Los Angeles Mission College
LATTC	Los Angeles Trade Technical College
LAVC	Los Angeles Valley College
Library	City of Glendale Library Arts & Culture
LIFERAP	Low Income Employment and Rental Assistance Program
LPA	Local Partnership Agreement
MOU	Memorandum of Understanding
OFE	Opportunity for Excellence
OJT	On-the-Job Training
OSO	One-Stop Operator
OMB	Office of Management and Budget
OUY	Other Underserved Youth
PTSD	Post-Traumatic Stress Disorder
RCA	Cal-Fresh Assistance Refugee Cash Assistance
REAS	Refugee Employment and Acculturation Services
RFP	Request for Proposal
RIISE	Regional Immediate Intervention Services for Employment
SELPA	Special Education Local Planning Area
SIY	System Involved Youth
STEP	Summer Training and Employment Program
SSA	Social Security Administration

SWP	Strong Workforce Program
TANF	Temporary Assistance to Needy Families
TEAM	Training and Employment Program
UI	Unemployment Insurance
VESL	Vocational English as a Second Language
VIVID	Verdugo Innovation and Vision Implementation Design Team
VJC	Verdugo Jobs Center
VMA	Verdugo CNC Machinist Academy
VSTCC	Verdugo School to Career Coalition
VWDA	Verdugo Workforce Development Area
VWDB	Verdugo Workforce Development Board
WARN	Worker Adjustment & Retraining Notification
WDB	Workforce Development Board
WSD	Workforce Services Directive
WEX	Work Experience
WIOA	Workforce Innovation & Opportunity Act

II. ALIGNMENT TO REGIONAL PLAN

A. Local & Regional Plan Alignment

Several virtual public meetings using webinar platforms were held for local planning throughout the Los Angeles Basin Regional Planning Unit (LABRPU). Local workforce boards held multiple meetings in their own communities and partner locations, including several held in the Verdugo Workforce Development Area (VWDA), and hosted by the Verdugo Workforce Development Board (VWDB) and the Verdugo Jobs Center (VJC), the local America's Jobs Center of California (AJCC). The VWDB sent electronic invitations for local meetings to all partners and stakeholders and encouraged their participation to provide input on issues that impact the Verdugo region as well as the Los Angeles Basin. Participants in the VWDB meetings included our VJC partners representing education; community based organizations (CBO); Workforce Innovation and Opportunity Act (WIOA) Title II, III, and IV representatives; and business customers including those representing our target industries.

The participants explored key workforce development issues including: industry-valued credentials, career pathways, and pathways to middle-class. This allowed participants to assess workforce activities as well as Verdugo's workforce development system overall. Key to these discussions was the identification of challenges that job seekers and trainees faced as a result of the pandemic, including the need for supportive services to assist participants in completing their training. Supportive services needs include housing assistance and technology such as Chromebooks, laptops and hotspots for internet connectivity. Technology allows participants to access services virtually and participate in distance learning opportunities and bridge the digital divide. This input is used to redesign services to meet the needs of participants.

Business customers provided direct input to their expectations and requirements, noting where workforce could develop services to meet their needs. Key learnings from the sessions will be used to develop new programs and serve as a guide for carrying out core programs including industry sector strategies, career pathways, youth services, earn & learn, and services to special populations. At the local level, business input is gathered through multiple means and through meetings that already exist as opposed to creating additional meetings for gathering input. The VWDB accessed information through its board meetings and industry sector strategy meetings. Worker shortages as well as the rising cost of doing business were discussed as key business concerns. Businesses were expecting to rehire all the workers they laid off when they closed for the pandemic; however, few have returned and those that returned were drawn by significant salary increases and the option to continue working from home. Other employers such as our BioScience companies continue to express concern with meeting their human capital needs. While COVID cases have significantly reduced, the demand continues for vaccines and therapeutics to continue to keep communities safe. Input gathered at the local level was submitted for use in preparation of the LABRPU Regional Plan to ensure alignment.

To further align VWDB local strategies to those in the Regional Plan, as well as to support regional career pathways, the VWDB is the project lead to coordinate the Communication Strategy on behalf of the LABRPU. Responsibilities include, but not limited to, identifying the appropriate marketing tools to ensure the region's promotion of regional workforce development activities to all stakeholders. Currently the VWDB is managing the regional website: <https://www.labwn.com> which serves as the communication means for AJCC staff to access information on current career pathways and continue co-enrollment to maximize opportunities for their participants.

III. WIOA CORE AND REQUIRED PARTNER COORDINATION

B. Coordination with WIOA Core and Mandated Partners

The VWDB and VJC are proud of the partnerships they have developed over many years with their Core and Mandated Partners (Figure 1). Partnerships are solidified in the VJC Memorandum of Understanding (MOU). The MOU documents the services provided by each partner, including a matrix for “at-a-glance” reference by partners. In addition, a contact list is used for each partner so that staff can connect with the specific staff they can coordinate with for co-enrollment of participants as well as co-case management.

Prior to the pandemic, several partners were co-located at the VJC, including State of California Department of Rehabilitation (DOR), Glendale Community College (GCC), and State of California Employment Development Department (EDD). Due to the Shelter in Place, partners were also required to shutdown and work remotely. EDD and WIOA Title I (WIOA I) staff remained on a reduced basis. Most employees worked remotely and only skeletal staff remained to answer phones. By January 2022, WIOA I staff began returning to the VJC on a rotational basis and by June, a hybrid work policy was implemented by the City of Glendale, the VWDB's administrative entity. This hybrid policy allows VJC WIOA I employees to work a minimum of three days in the office and maximum two days at home to ensure office coverage, as well as maximize productivity achieved by employees working from home. As needed, employees will come to the office even on days they are scheduled to work from home to see participants or assist with covering reception and the welcome desk. EDD is the only partner that has returned with full-time staff and continues operations.

Within a week of the nationwide shutdown, the VJC converted to remote services immediately revising its policies and procedures for virtual services. Even during the shutdown, participants were seen by appointment as needed in order to accommodate special needs including disabilities. EDD also maintained skeletal staff to assist with phones and inquiries. Other than special appointments, the VJC was closed to the public until it was safe to reopen based on the City of Glendale and Los Angeles County Health Officer determination. The VJC has been redesigned to ensure health and safety standards issued by the Center for Disease Control (CDC) are met.

The VJC fully reopened on November 1, 2021; however, continues to encourage appointments to individuals calling for services and for current participants. A hybrid model continues for customer service which allows all customers to choose virtual or in-person services. While mask mandates are no longer in place in the Los Angeles Basin, most individuals continue to social distance and prefer virtual services due to continued concerns regarding COVID infection.

Although EDD is the only partner to return to onsite services, the VJC continues its partnership with its AJCC MOU partners (Figure 1) and its business partners.

Figure 1: Core and Mandated Partners

Mandatory Program	Partner (s)
Adults (WIOA I)	Verdugo Jobs Center/City of Glendale (one-stop/AJCC operator); Job Connect/City of Burbank
Dislocated Workers (WIOA I)	Verdugo Jobs Center/City of Glendale (one-stop/AJCC operator); Job Connect/City of Burbank
Youth (WIOA I)	Verdugo Jobs Center; Glendale Youth Alliance; Glendale Unified School District; Burbank Unified School District
Job Corps	Los Angeles Job Corps Center
Native American Programs	United American Indian Involvement, Inc.
Veterans	State of California Employment Development Department
Wagner-Peyser	State of California Employment Development Department
Adult Education & Literacy	Glendale Community College
Rehabilitation Act	State of California Department of Rehabilitation
Senior/Older Americans Act	Los Angeles County Aging & Disabilities Department
Postsecondary Vocational Ed./Perkins Voc.	Glendale Community College; GlendaleLEARNS/California Adult Education Program
Trade Adjustment Assistance/NAFTA/NTAA	State of California Employment Development Department
Veterans/disabled veterans	State of California Employment Development Department
Housing and Urban Development (HUD) Programs	City of Glendale
Unemployment Compensation	State of California Employment Development Department
Temporary Assistance for Needy Families	Los Angeles County Department of Public Social Services
Reentry, Justice Involved	Friends Outside in Los Angeles County

Partnerships with GCC, EDD, DOR, GlendaleLEARNS which is the California Adult Education Program (CAEP), school districts, labor, as well as all other core partners, are all essential to customer service. Our partnership with GCC is a role model that has been featured in multiple conferences, in both the workforce and education systems. With many local workforce boards having difficulty partnering with their local community colleges, VWDB's integrated partnership with GCC is showcased as a best practice for others to emulate.

The integration of workforce and education is demonstrated through the co-enrollment of students in VJC programs with adult education programs and/or Career Technical Education (CTE) through Strong Workforce Program (SWP) and CAEP through GlendaleLEARNS. Further, a VWDB staff member serves as the GlendaleLEARNS Coordinator for CAEP and supports the CAEP Director in this capacity. In addition, the

VWDB Executive Director serves as a member of the CAEP Consortium Board of Directors, further enhancing the integration of the two systems. Students who are English language learners (ELL) are strategically co-enrolled in ESL, CTE for technical training, CAEP for work readiness, and WIOA I for work-based learning and case management.

Strategic co-enrollment was implemented in 2015 to facilitate the intake and eligibility process for individuals with disabilities, in particular, individuals with Autism Spectrum Disorders (ASD). The partners developed a streamlined process with a common intake application that an individual completes and allows for co-enrollment with multiple partners. A primary case manager is assigned for a single point of contact for the participant; however, the co-case management, coordination and communication occurs with partners, invisible to the participant. Continuous assessment occurs and any need that is identified, is brought to the partner team to determine which agency can provide and fund the service. The primary case manager follows through to ensure the needed service is provided to the participant. This strategic co-enrollment ensures that the partners deliver services as a unified system, strategically assessing needs and aligning them with service strategies to meet the necessities of participants and employers that rely on the trained and prepared workforce from which to hire.

C. Coordination of Services and Resources Identified in MOU

All partner services are included in the MOU with a matrix that staff can use to easily identify services their participants need and the partner that provides them. The partner leaders meet on a monthly basis to coordinate services, establish or refine processes, and ensure that services are provided in an integrated manner. Partner staff that provide services to participants also meet monthly at a minimum with co-case managing staff meeting weekly or as needed. Partners also meet on a quarterly basis to ensure processes are implemented, updates on services are provided, and changing participant needs are identified and addressed through the workforce system.

The partners work together to address issues that may arise as they case manage participants. For example, the partners worked together on branding and developing a coordinated communication strategy to introduce potential participants and business customers to VJC services. They also developed a business survey to determine customer needs. The survey has been disseminated to businesses and results will be aggregated and analyzed by the end of December 2022. Brochures and other instruments are being developed to outreach participants with systematic introduction to all services, regardless of the partner that provides the service. Another example is the partner team that was selected to train and use Customer-Centered Design (CCD) to identify improvements and use the tools to develop innovative solutions. The Verdugo Innovation and Vision Implementation Design (VIVID) Team, redesigned the entire welcoming process and Universal Access services to better meet the needs of customers who visit the center. CCD tools were also used to develop the VJC Strategic Co-Enrollment System.

D. Co-Enrollment and Common Case Management

The Verdugo Strategic Co-Enrollment System and Common Case Management is based on the successful system designed and used in the Verdugo Computer Numerical Control (CNC) Machinist Academy at GCC (VMA). The VMA was founded at GCC in 2015, in partnership with the VWDB, the VJC, DOR, Lanterman Regional Center, GlendaleLEARNs and other workforce and community organizations, as well as manufacturing businesses. The VMA was designed with the assistance of local manufacturing employers to train adults with intellectual and development disabilities, targeting individuals with ASD, as CNC Machinists. The partners developed a strategic co-enrollment system to ensure participants receive all the services they need to successfully complete the career pathway program and attain full-time permanent employment with livable wages. After four cohorts trained through the VMA, the partnership achieved an 88% entered employment rate for this underserved population.

Led by the VWDB, the partners participated in training and implementation of a CCD project which included an ethnographic study of customer segments receiving services. Individuals with Disabilities (IWD) was a priority customer segment that was studied while they completed the application forms and the overall intake, eligibility, enrollment and assessment process. The partners also participated in the process to learn firsthand, the customer experience in the intake and enrollment process. Results of the research were used to simplify the intake process for the VMA and design a universal system that all partners can use to co-enroll participants. A common intake application packet was developed so that participants only needed to complete one set of forms, yet, could be enrolled with multiple partners including GCC's Disabled Students Programs and Services (DSPS) to ensure they accessed all the services they needed. Using the strategic co-enrollment system, participants are co-enrolled with the following funding sources: WIOA Title I, WIOA Title IV, Lanterman Act, CTE, SWP, CAEP, and DSPS. Each partner provides a specific service using respective funds without duplicating any services. A Student Success Team was formed to facilitate Common Case Management. The Team met weekly at a minimum and included all partners and instructors. Progress for each student was discussed and any identified barriers were addressed by the partner that provides and funds the service. The DSPS Career Counselor attended the VMA daily to monitor student progress in the classroom and communicated with the instructor to identify any issues or emerging barriers. DSPS completed weekly reports and submitted them to all partners to assist with co-case management. Any issues identified, DSPS called or texted the primary Case Manager to advise of the issue for immediate resolution.

The Strategic Co-Enrollment System has been used and improved with other career pathway programs designed for target populations including the Medical Assistant Career Pathway for participants who are English Language Learners. Key features of the integrated co-enrollment system include:

- 1) All partners were involved in the CCD research and design of the universal integrated co-enrollment system, facilitating buy-in from all partners.

- 2) The Student Success Team was established to meet weekly, or as needed, and monitor student progress, identify emerging barriers and identify resources to address those barriers.
- 3) The CAEP Coordinator, which is also a VWDB staff member, is used to facilitate partner meetings and is the central point for coordinating all partner enrollments and service provision including DSPS services, class schedules, and non-credit courses and labs. The CAEP Coordinator works directly with the GCC Division Chair and faculty to coordinate co-enrollment of career pathway students.
- 4) A common intake packet is used that includes streamlined application forms, release of information waiver forms, work experience payroll forms, and grievance forms. Partners use the same packet to co-enroll a participant into each of their programs.
- 5) The completed packet is shared with all co-enrolling partners, including back up documentation needed by the partners to determine eligibility for their respective programs. Back up documentation may include copies of: government issued identification card and Social Security card. Results of any assessments completed by any of the partners is also shared as well as completed service plans such as Individual Employment Plans (IEP).
- 6) A single point of contact for each participant that conducts intake, enrollment, and assessment is also the primary case manager for the participant throughout the enrollment process. Typically, this service is provided by the VJC staff person funded by WIOA Title I, for the co-enrolled students/participants.
- 7) For the VMA and students with disabilities, the in-class case management was conducted to monitor student progress daily and identify services needed, including tutors, individual aides, notetakers, and other supports. In-class Case Manager also communicated with instructors to identify academic issues and progress.
- 8) A designated Job Developer that is the single point of contact for the employers is also assigned. For the VMA, this was provided by DOR in partnership with the VJC. For other career pathways such as the Medical Assistant program, it is provided by the VJC and works closely with the GCC Career Counselor. The Job Developer coordinates work-based learning opportunities including work experience and/or On-the-Job (OJT) that may be funded by either Title I, or CAEP. The Job Developer also works with employers to coordinate on-site job coaching and mentoring.
- 9) Business engagement occurred in the VMA with a designated afternoon each week where employers hosted student site visits to their manufacturing companies. These site visits introduced students to manufacturing environments and observed employees at work in similar jobs. This also allowed employers to

interact with the students that they would be hiring upon graduation. Business representatives also visited the classroom and spoke to the students to answer questions about their companies, the jobs available, and conduct interviews to fill current job openings. For other career pathways, businesses met with the VJC Job Developer, the instructors and the GCC Career Counselor to learn about the VJC and establish a referral process for interviewing students.

This innovative Verdugo Strategic Co-enrollment System (Figure 2) is recognized as a best practice that was used as a model for the Policy Guidance for Co-enrollment that led to the development of Workforce Services Directive (WSD) 19-09. VWDB staff participated in the statewide committee to develop the WSD and led the Technical Assistance Workgroup to develop tools to assist local workforce boards in implementing strategic co-enrollment in alignment with WSD 19-09.

Since the pandemic, co-enrollment has been modified to adjust for virtual services. The pre-application policy was implemented to provide immediate and emergency services to participants. The electronic applications from the CalJOBS system as well as the electronic upload of backup documents, facilitated services; however, to maintain confidentiality, these e-documents are sometimes shared with partners in hard copy and hand delivered if secure e-systems are not available. The greatest impact to co-enrollment was the closure of partner organizations during the pandemic shutdown and the slow reopening of their services. To date, all partners have experienced high turnover and are unable to fill those positions, making it challenging to continue high levels of services with the remaining few staff members. Co-enrollment continues with CAEP and VJC; however, few occur with other partners for now.

Based on the feedback from partners and stakeholders who participated in the community forums and meetings for the Local Plan Modification in 2019, the same strategic co-enrollment system was adopted to serve other special populations and assist in ensuring access to all services needed as well as program retention. A version of this system was adopted for ELL customers and for individuals who are homeless. Comprehensive career pathways are used in Verdugo to develop technical skills; address education gaps by integrating ESL, Adult Basic Education (ABE) and/or Adult Secondary Education (ASE); integrate work-based learning such as work experience (WEX) or OJT; and connect to employers. They are designed to serve underserved populations including low income, low levels of education, veterans, homeless, ELL, non-custodial parents, justice involved, and individuals with disabilities (Figure 3).

The Verdugo Comprehensive Career Pathways Model (Figure 3) shows how adult education including ASE, ABE and English as a Second Language (ESL) are integrated into Pathways either as a bridge program to prepare trainees prior to entering technical training and/or integrated into the technical training curriculum. An industry-valued credential is earned upon completion and as a prerequisite to beginning paid work-based learning. Work-based learning as a paid internship or externship is offered to support trainees while they complete their education and training and transition into the work environment. Whether the final goal is higher education or permanent full-time

employment, Comprehensive Career Pathways prepares and supports both career directions, including continuing employment while completing higher education.

Figure 2:
Verdugo Strategic Co-Enrollment System: Verdugo CNC Machinist Academy

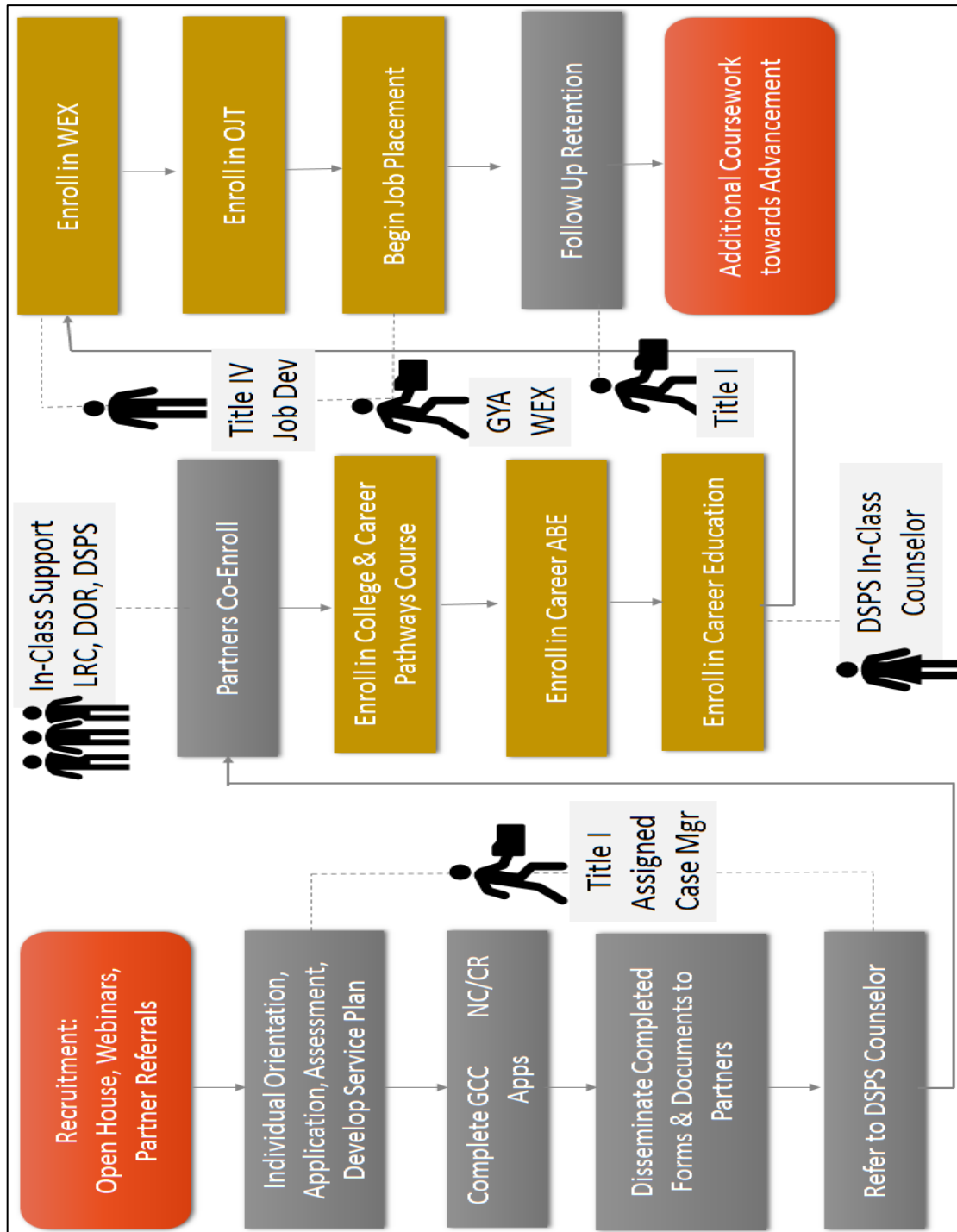
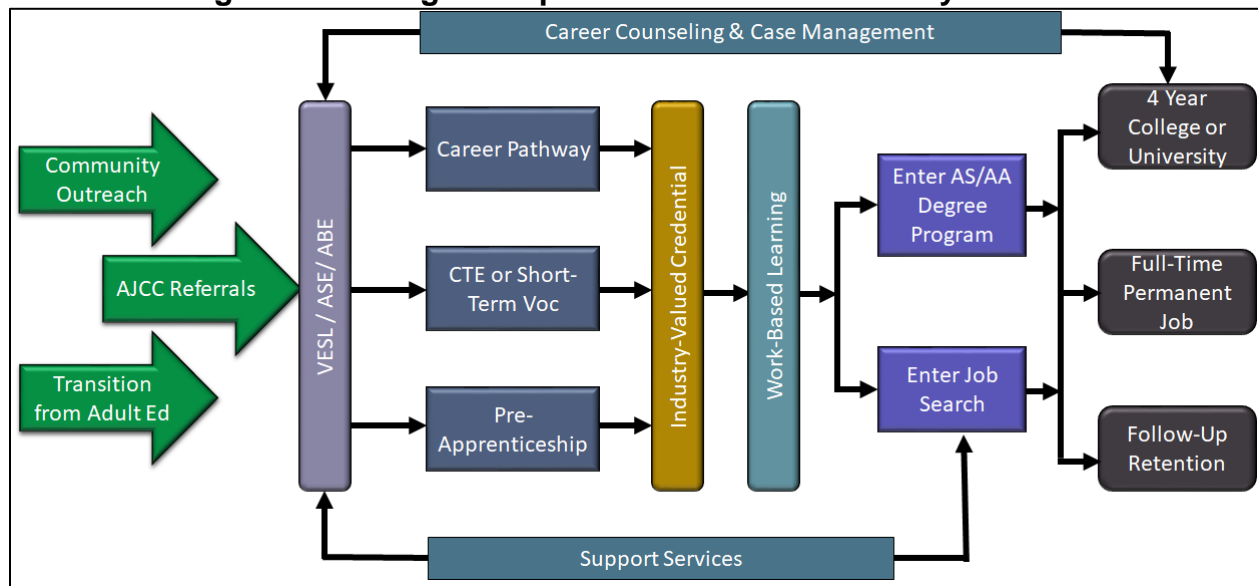


Figure 3: Verdugo Comprehensive Career Pathways Model

E. Facilitate Access to Services through Technological Means

The VWDB and VJC continuously seek to identify Opportunities for Excellence (OFE) and develop innovative programs and services to meet the needs of participants and business customers. VWDB and VJC staff have never been more challenged than the most recent emergency event as a result of the COVID-19 pandemic. The VJC converted all services to a virtual platform in a week to continue providing services during California (CA) Governor Newsom's Shelter in Place Executive Order. Not only did the VJC staff convert services and required forms to a virtual format, but also became digital literacy instructors to their participants to walk them through accessing services from their technology devices. Providing technology support became a daily task for staff as they assisted participants in troubleshooting any problems they were experiencing with their devices. The VJC staff not only rose to the challenge but without hesitation, provided immediate intervention and developed innovative approaches to providing services under the most difficult times.

Innovative approaches developed by VJC staff include the complete reimagining of the intake process to expedite the determination of eligibility, enrollment into career services, and issuance of supportive services. VJC immediately converted to an online application process, adopting a pre-application strategy to expedite eligibility determination, implementing Adobe-Sign for electronic signatures, and adopting the system capability for participants to upload identification and other backup documentation in a secure manner to process enrollments. In addition, VJC expanded its Continuity Policy, approved by the VWDB, to include reimbursements for living expenses during emergency events, as allowed under WIOA, including: rent or mortgage, utilities, car payments, medical expenses, and the purchase of technology and hotspots to access workforce and education services. Supportive services have been a welcome relief for workers affected

by the pandemic, in particular, those who experienced extensive delays in the issuance of unemployment insurance benefits.

To increase the access to virtual services, the CAEP Coordinator, which is a VWDB staff member, negotiated with the City of Glendale Library Arts & Culture (Library) to purchase Chromebooks, laptops and hotspots using CAEP funds, and have them available for students and participants to check out and access services including distance learning. While VJC can provide for technology using supportive services, the technology can be immediately available for use should funds not be available for supportive services. These VJC innovations are driven by customer-focused staff anticipating the needs of participants and implementing immediate changes to processes, policies, and procedures to address those needs.

F. Coordination of Workforce & Education Activities with Supportive Services

The workforce and education system are integrated in Glendale and is recognized as role model in both, the workforce and education systems. The GlendaleLEARNs Coordinator, funded by CAEP, is a VWDB staff member who reports to the GlendaleLEARNs Director who is also the Dean of Community and Continuing Education for GCC. The GlendaleLEARNs Coordinator also reports to the VWDB Executive Director. The GlendaleLEARNs Coordinator works to coordinate adult education partners, coordinates and facilitates monthly CAEP Consortium meetings, coordinates CAEP career pathways, ensures co-enrollment of students with WIOA I and WIOA participants with education. The VJC and GCC partner to provide participants with education and skills training while VJC focuses on work-based learning, job placement assistance, and supportive services.

Supportive services have never been more important for students, as a result of the COVID-19 pandemic and most recently, the uncertain economy with rising inflation. The VJC targeted ESL classes to visit on the virtual platform and reach out to students for assistance. Students were co-enrolled in WIOA I for career services, training services, and supportive services. Receiving supportive services made it possible for participants to continue their skills and/or educational courses, including ESL, which will provide greater opportunities for employment once the State reopens its businesses.

G. Compliance with WIOA Section 188 and Americans with Disabilities Act

The VWDB and VJC ensure compliance with WIOA Section 188 and Americans with Disabilities Act (ADA), including WSD 17-01. Requirements are included in MOU, on all published materials, and all contracts executed on behalf of the VWDB. The One-Stop Operator (OSO) ensures that all partners are kept updated on Equal Opportunity (EO) Issues and ADA. Annual trainings are held that focus on Diversity, Equity and Inclusion which includes EO and ADA provided by the City of Glendale, through the LABRPU professional development funds, and for special projects.

To ensure that VWDB and VJC are fully in compliance, internal monitoring is conducted on an annual basis by administrative staff and externally by EDD. The last external

monitoring was conducted in 2021 and, according to the monitoring report received in February 2022, EDD found that the VJC and its affiliate site, Burbank Job Connect, were fully in compliance. In addition, all partners and staff were last trained on June 2, 2021. Compliance is also reviewed every three years through AJCC Baseline Certification.

More importantly than compliance, is implementing strategies including the Verdugo Comprehensive Career Pathways Model (Figure 3) which addresses the multiple barriers that underserved populations, including adults with disabilities, face in seeking career and employment opportunities. Derived from the VMA, the Model was designed to address the diverse Verdugo community and build equity through education and employment that drive career ladders towards competitive wages.

IV. STATE STRATEGIC PARTNER COORDINATION

A. Coordination with County Health, Human Services Agencies & CalFresh

The VWDB has historically focused on providing services to low-income participants including those receiving public assistance such as California Work Opportunity and Responsibility to Kids (CalWORKs) and CalFresh, along with its partners and programs available at the VJC. The Los Angeles County Department of Public Social Services (DPSS) representative for CalFresh and Temporary Assistance for Needy Families (TANF) attends all partner and leadership meetings to ensure services are coordinated with all VJC partners. DPSS has conducted training for all partners and services on its programs and eligibility requirements for its programs to increase access to participants that may be potentially eligible for these services.

The VWDB and the VJC rely on the co-enrollment process and the MOUs to jointly serve participants in a seamless and integrated manner and share information across partners. Challenges remain in access to information systems for real-time information to better serve participants. Further, the VJC Common Intake Application includes information gathered to determine eligibility for CalFresh. While DPSS has not adopted the Common Intake Application, the information allows partners to identify applicants who may be eligible and should be referred to CalFresh. The partners continue to share hard copies or electronic encrypted transfer of information including the completed intake packets and back up documentation to facilitate co-enrollments. All release authorizations and confidentiality agreements are on file for participants and partners before information is shared. The impact of the pandemic has slowed co-enrollments from occurring; however, the infrastructure is in place to fully resume as needed to provide full wrap-around services to participants.

To further demonstrate the partnership for providing services to CalWORKS, the VJC is under contract with Los Angeles County Office of Education (LACOE) to provide assessments to CalWORKS recipients, most of which are also receiving CalFRESH. Information on VJC services are introduced for interested individuals and referred to VJC staff for enrollment into WIOA services.

All career services and career pathway programs are customized or designed to address the barriers of CalFresh recipients. Currently, CalFresh Employment & Training (E&T) services are only available through DPSS and not service providers. Recipients volunteer for E&T, unless they receive General Relief because these recipients are required to participate in E&T. DPSS expects to procure this service in the future so that other organizations throughout the region will be able to provide E&T and receive the 50% reimbursement for costs incurred. Working with partners and WDBs across the region, VWDB expects an expansion on career pathways linked to employment designed to meet the needs of this target population. VWDB will integrate needed services within the pathways including ESL, ABE and ASE, work readiness and retention, and earn and learn opportunities (i.e. WEX, OJT).

Adult education partner, GCC, is recognized as serving the highest number of CalWORKs participants in CA, providing ABE/ASE as well as parent education; ESL; and non-credit career courses such as Account Clerk, Microsoft Office, Medical Front Office or Dental Front Office. Most of these students are also receiving CalFresh services. Dedicated GCC career counselors provide support services to the CalWORKs participants and assist them in enrolling in non-credit courses and transitioning them to higher education at the credit courses available at the GCC Verdugo Campus. Participants are also referred to VJC case managers who are co-located at the Garfield Campus for co-enrollment into Title I, IV and CAEP for earn and learn work-based learning opportunities such as WEX and OJT. VJC Case Managers also provide job placement and retention services. GCC career counselors set appointments for participants to meet with VJC case managers on campus or virtually to facilitate co-enrollments.

In addition to the CalWORKs students, the VJC also works with the GCC Fresh Start program which provides career technical education to CalFresh recipients referred by DPSS. The VJC co-enrolls these participants and provides supportive services, paid WEX to practice their new skills and connect them to employers, as well as job placement assistance for those not immediately hired upon completion of WEX.

The VWDB partners with Los Angeles County Department of Economic Opportunity to serve participants that are homeless through the VJC's Regional Immediate Intervention Services for Employment (RIISE) and often, these participants are also recipients of CalFresh. Using County Measure H funds, the VJC provides work readiness and WEX to individuals who are homeless. As one of three Continuum of Care (CoC) Cities in LA County, Glendale provides comprehensive housing and support services to individuals and families who are homeless. The CoC and CBOs, such as Asencia, provide referrals to RIISE to prepare and transition participants to full-time permanent employment earning self-sustaining wages. CoC and CBO referrals ensure that participants are food secure, housing secure, and are ready for employment. Many participants are receiving CalFresh and other public assistance during this transitional period until they attain/retain employment. In keeping with other successful VWDB programs, a dedicated RIISE Case Manager is assigned as the single point of contact for referring agencies as well as participants.

B. Coordination with Local Child Support Agencies and Others for Non-Custodial Parents

The VJC partners meet with the Los Angeles County Department of Child Support Services (DCSS) as often as possible throughout the year. DCSS is invited to all meetings; however, due to limited staffing, they are not always able to participate. However, all partners have been trained by DCSS on their services and tools available to assist non-custodial participants. Participants that are identified as non-custodial, are referred to DCSS if they are not on their caseload already. DCSS provides updated information and resources as needed by VJC partners.

The VJC primarily relies on its partnership with GCC for outreaching non-custodial parents through its Parent Education classes. Non-custodial parents are often mandated by the court to participate in parent education courses to regain custody of their children. GCC provides these classes as one of their Student Success Programs on their adult education campus. The VJC conducts orientations at many of the classes available at the Garfield campus and the Parent Education course is one that receives an orientation with almost every new cohort. Interested individuals are identified during the orientation and immediately connected with the Case Manager conducting the orientation for further assessment and enrollment.

Because non-custodial parents often must demonstrate they have employment in order to begin to regain custody of their children, career pathways with integrated work-based learning are a critical service. VJC partners work together to provide services to priority populations including non-custodial parents. Co-located partners at the VJC include: EDD providing Title III services; DOR; GCC/GlendaleLEARNs providing adult education; and Glendale Youth Alliance (GYA) providing services to youth and young adults, including teen parents. All Basic and Individualized Career Services are provided as well as training, WEX, OJT; job placement; and retention services.

C. Coordination with Local Partnership Agreement Partners for Competitive Integrated Employment

The VWDB has focused on serving individuals with Intellectual Disabilities and Developmental Disabilities (ID/DD) since 2015. While the VWDB and the VJC have served people with disabilities for many years, the strategic focus on ID/DD began in 2015 with the examination of the demographic data, the increasing rates of ASD, and the partners' commitment to develop career pathways for this underserved population. The partners, including VWDB, VJC, GCC and its DSPS Counselors, DOR, Lanterman Regional Center, GlendaleLEARNs and Foothill Special Education Local Planning Area (SELPA), among others, worked together to develop and implement the Verdugo CNC Machinist Academy. Since its inception, the partners launched a Customer-Centered Design project that resulted in the universal strategic co-enrollment system to co-enroll all individuals with disabilities using a single process and common intake application packet. The co-enrollment system is the foundation for the integrated approach to delivering services as a partner team. All VMA students are co-enrolled in multiple

programs with multiple funding sources to ensure all services and supports are provided as needed, allowing for the braiding of resources while avoiding duplication.

The partnership continues to work together to expand career pathways to individuals with ID/DD and have piloted Information Technology/Cybersecurity. Other career pathways underway include: Certified Quality Inspector Associate (CQIA), Biomanufacturing technician in the food manufacturing sector, and Biotechnology Technician. The VJC and its partners will continue to expand services and ensure student success while creating additional Competitive Integrated Employment (CIE) opportunities. CIE is not a new concept to the VWDB and its partners. The partners made a conscious and unanimous decision that no participant would ever be placed at subminimum wages. The VJC has never placed any participant, including those with disabilities, in a job earning below the minimum wage at the time of placement. For example, the starting wage for VMA was \$16 per hour at implementation of the Academy, and after the first promotion they earn more than \$20 per hour and as high as \$40 per hour. Coordination for the post-pandemic resumption of the VMA is expected to begin in the Spring 2023.

The VWDB and DOR celebrate a highly integrated and successful partnership as demonstrated through its projects. Prior to the pandemic, DOR was co-located at the VJC allowing daily access to staff for common case management. While the VJC is fully reopened, DOR has not returned as a co-located partner; however, staff continue to work together to serve participants. To further demonstrate the integrated partnership with DOR, Local Partnership Agreements (LPA) have been developed with the three school districts within the three cities of the Verdugo Consortium: Burbank, Glendale and La Cañada Flintridge Unified School Districts. The VWDB is included in all three LPAs as a key community partner.

The purpose of the LPAs is to foster preparation for and achievement of CIE for youth and young adults (ages 14 through 22) with disabilities including individuals with ID/DD. Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services, and increase overall employment outcomes for this population, in alignment with the VWDBs current programs including its strategic co-enrollment system for participants with ID/DD. The LPA's have been signed by the core partners and delineate the VWDB as a key partner along with VJC as the local AJCC, its youth provider GYA, and its youth task force Verdugo School to Career Coalition (VSTCC).

The VWDB's commitment to serving individuals with ID/DD is not only based on its Vision, Mission, and Values and dedication to serving individuals with disabilities, but also due to the number of ID/DD in Verdugo that need assistance. Based on VJC experience in working with this underserved population, many do not enter the workforce because of the lack of services and opportunities available for this customer segment. Data include unemployment rates that indicate that these individuals are not accessing workforce development services to meet their needs, making them a priority of service for the VWDB.

People with disabilities, including those with ID/DD, have been the most impacted population from the pandemic shut down. Needed therapies and services were decreased or ceased altogether. Many, due to their disabilities, are not candidates for the vaccine and not able to participate in many services. Others recognize their vulnerabilities, regardless of vaccination, and are concerned with COVID infection causing them to participate in virtual services only, limiting their training opportunities. Further, this hesitancy also impacts their ability to enter the workforce. As the COVID cases continue to decline, increasing number of people with disabilities are beginning to return to the workforce. As these numbers continue to increase, the VJC partners will continue to assess and develop career pathways that build upon their talents so they can return to the workforce.

D. Coordination with Partners to Serve English Language Learners

The VWDB and VJC, rely on their partners to outreach, recruit and serve ELL and meet their needs to achieve their career and educational goals. ELL partners include GCC, GlendaleLEARNS, International Rescue committee (IRC), Armenian Relief Society (ARS), and Jewish Vocational Services (JVS) SoCal. As a member of GlendaleLEARNS, the VWDB coordinates with the IRC office where new immigrants, asylees and refugees are referred upon entry into the country. The goal is to outreach these individuals and connect them with adult education at GCC including ESL. In addition to ESL, they receive citizenship and acculturation workshops as well as counseling, legal, and financial services at IRC. The VWDB enrolls the student into CAEP which funds the ESL classes and works with IRC to co-enroll job seeking students into WIOA I and transitioning them to career pathways and additional courses at GCC. According to IRC, the new immigrants, refugees and asylees require immediate coordinated services to address their unique needs and transition to employment for self-sufficiency and overall sustainability.

Immigrants, asylees and refugees are also connected with ARS which also provides basic ESL, citizenship and acculturation courses, job readiness, and assistance with applying for and processing citizenship or permanent residence status. Job readiness and acculturation workshops at ARS are CAEP funded and students are enrolled in GlendaleLEARNS. Workshops are offered in multiple languages and integrate basic ESL to begin the acculturation process. The GlendaleLEARNS Coordinator refers all students that have identified wanting or needing employment to the VJC Case Manager for outreach and co-enrollment. The Coordinator also shares copies of CAEP enrollment forms with the VJC Case Manager to facilitate co-enrollment with WIOA I and provide services to this priority population.

Another GlendaleLEARNS partner is JVS SoCal which is the Refugee Employment and Acculturation Services (REAS) provider in the Los Angeles Basin. The REAS program, is designed to assist refugees to attain self-sufficiency by providing culturally and linguistically sensitive employment and specialized services in an effort to assist them through the initial adjustment period following arrival into the United States. Services under this program are available to refugees who are aided through the CalWORKs,

Medical Assistance, Cal-Fresh Assistance Refugee Cash Assistance (RCA), or General Relief (GR) programs. Services are also provided to refugees not aided through a public assistance program, as well as non-citizens who are victims of human trafficking, domestic violence, and other serious crimes. Refugees are eligible for REAS services for the first five years after entry into the United States. Refugees are referred to JVS SoCal by DPSS for services and the current influx of refugees and asylees provides a pipeline of ELL that need ESL and workforce services.

To address the multiple barriers that people who are ELL face, the partners have designed customized career pathways to transition these participants to employment that offer competitive wages. The Medical Assistant career pathway was designed as a nine-month program that offers dual credentials for front office and back office medical assistant. The curricula integrates contextual ESL, including medical terminology to fully prepare students for their new occupations. The VJC has added WEX to complete the career pathway and graduates from the program will enter paid WEX as an externship for up to 216 hours. Due to the pandemic, GCC was forced to close its campus; however, within one week, it resumed courses through distance learning. The Medical Assistant program resumed all courses, including ESL on a virtual platform. Co-enrollment into WIOA I also provided students with supportive services that assisted in continuing their training during the most difficult time. The partners will continue to design and implement career pathways that are customized to the needs of ELL participants, in alignment with the ELL Career Pathways model (Figure 3).

V. WIOA TITLE I COORDINATION

A. Professional Development in Digital Fluency

Professional development in digital fluency occurs throughout the year with trainings provided by the City of Glendale and support from the City's Information Technology (IT) Department. The Help Desk is available during work hours for staff to access individual technical assistance as needed to support digital fluency. Trainings on CalJOBS are offered by EDD throughout the year as well as trainings on Econovue are also offered throughout the year.

The VWDB and VJC staff converted all programs, services, and functions to a virtual format in one week as staff were required to Shelter in Place and work remotely from home, in compliance with the Governor's Executive Order. A skeletal staff remained at VJC to answer calls and provide in-person services for special needs customers such as those with disabilities. This required staff to learn how to use virtual platforms such as Zoom, WebEx, Adobe Connect, and Microsoft Teams. While the City provides training on WebEx and Microsoft Teams, staff used YouTube videos, instructions and videos provided by the platforms to quickly be able to use the technology that partners are using. All staff received virtual training and instructions on accessing their work desktop remotely as well as "shared files" on the intranet.

Trainings were also provided for using Docu-Sign and CalJOBS Pre-Application. The VWDB MIS Analyst will often receive training from EDD and in turn, train staff on the use of the software applications and platforms. While training typically occurred in-person, they are now provided through virtual platforms. In addition, to being trained, VJC staff also trained participants on using virtual platforms, Docu-Sign, Adobe/pdf files and completing electronic forms. This required extensive staff time to walk individuals through the applications in order to ensure they were able to access services as the training was conducted by phone.

While the VJC is fully operational and all staff have returned to the office, at minimum, three times per week, virtual services continue. Customers continue to prefer virtual services over in-person. This requires staff to continue to train new participants on the virtual platforms and provide the digital literacy training needed to access services. Staff also continue to provide IT support to troubleshoot any issues that participants face when using the systems to access services.

The VJC partners identify staff trainings on an annual basis and coordinate them throughout the year using funds allocated to the LABRPU for professional development. Trainings are usually added throughout the year in order to meet identified needs. As new software applications and platforms are introduced to improve virtual services, staff will continue to be trained to address these changes.

B. Professional Development in Cultural Competencies

The VWDB and VJC staff participate in multiple trainings throughout the year to continuously develop cultural competencies. Due to the diversity of its community, as well as its focus on targeting underserved populations, maintaining and refining its cultural competencies is key to providing legendary services to all participants regardless of challenges they may face. This dedication is exemplified with its programs and services designed for participants with ID/DD, being the first local workforce board in California to implement career pathways for these participants and lead to competitive wages that support independence while capitalizing on their talents. The VJC's expertise in serving ID/DD has been recognized and has provided training and technical assistance to other partners and local workforce boards. Staff continue to participate annually in trainings offered through The Help Group which focuses on serving and educating individuals with ID/DD, in particular those with ASD.

As a community that has a high population of immigrants, asylees and refugees, cultural competence is critical to serving these participants. The VJC hires employees from the community to ensure they reflect the participants they serve, including bilingual capabilities in languages such as Armenian, Farsi, Russian, Tagalog and Spanish. Staff participate in trainings offered by California Workforce Association (CWA) and EDD on serving ELL, as well as trainings from our partners IRC, that provide annual trainings on serving immigrants, asylees and refugees. With many of the immigrants in the Verdugo community coming from war-torn countries, expertise is needed to serve trauma-exposed populations. Given the diversity of the VJC staff and their cultural backgrounds, many

have experienced trauma from their birth countries, they are most prepared to provide the support the participants need to assist them in their transition to their new country and enter the work environment. As trainings are implemented for staff to strengthen their skills in serving trauma exposed individuals, leadership honors the staff's background in this professional development area. Similar to its commitment to serving people with disabilities, VJC partners, including GCC, work together to design career pathways for ELL such as the Medical Assistant Career Pathway which integrates ESL and paid externships to facilitate the transition to permanent full-time employment.

In addition to Verdugo immigrants, cultural competency to serve trauma exposed individuals is also needed in serving victims of domestic violence; veterans, in particular, women with Post Traumatic Stress Disorders (PTSD); LGBTQ; and even ID/DD who have endured years of bullying and physical and mental abuse. This trauma was discovered in the Emotional Intelligence course offered to participants where our participants with ASD described in detail the horrific bullying and abuse they endured growing up. The competence to provide counseling and support while supporting their recovery and perseverance as survivors, is a skill and talent that is gained through experience and practice in addition to classroom training.

In alignment with cultural competence, staff have participated in trainings to design programs to increase equity across diverse populations including underserved populations and people of color. This allows the VWDB and VJC to capitalize on its expertise of building career pathways for ELL and ID/DD customized to provide the support needed to ensure equity so they can achieve success in a rigorous program and curriculum needed to prepare them to be competitive on the job. Infusing ABE, ASE and Vocational English as a Second Language (VESL) into curricula for career pathways, as well as common case management, support provided in the classroom, and the provision of supportive services, are examples of how gaps are addressed to increase equity. This supports participants to successfully complete their career pathway and attain jobs in the same manner that a student without barriers can achieve the same. Staff have participated in cultural competence and equity-focused workshops, including Diversity, Equity and Inclusion (DEI) provided by CAEP and the California Workforce Association. Furthermore, the VWDB is currently coordinating continued training in DEI with the other six local workforce boards as goals established for the Slingshot 3.0 grant.

C. Coordinate Workforce Activities with Rapid Response Activities

The VJC offers a comprehensive set of services for businesses. Business services include Rapid Response services for those organizations that are faced with the difficult decision to lay off employees due to downsizing or closures. As members of the VJC Business Services Team (BST), Rapid Response staff track indicators of potential reductions, at risk business, and notifications submitted to VJC and/or EDD, including those submitted to meet the Worker Retraining and Notification (WARN) Act. Staff also use resources such as Econovue and connections with Economic Development Departments for the Cities of Burbank and Glendale to identify potentially "at risk"

companies. These at risk companies are then targeted for business outreach that occurs daily, for support and resource referrals.

The goal of Rapid Response services is to outreach business and provide intervention services to avert any potential layoff or closure. The VJC BST partners with the City of Glendale's Economic Development, Police and Public Works Departments, and a member from the City Council to form the Glendale Relationship Initiation Team (GRIT). The GRIT visits selected businesses to discuss their needs and identify solutions. The GRIT member that can address the solution with the business continues providing the targeted service until the need is met. As members of GRIT, staff have easy access to all support services available to assist business turnarounds. For those organizations that must proceed with layoff, a full array of services are available including orientations to affected workers, counseling and guidance to affected workers and management, and transition services to VJC services or alternative employment. The shutdown as a result of the pandemic devastated many organizations, in particular, small businesses that were forced to shut down or significantly reduce personnel. Rapid Response services were converted to a virtual platform and staff proactively outreached to business and their affected workers. During the pandemic, staff outreached 186 businesses and 6,612 affected workers.

The decline in COVID cases led to the reopening and resumption of businesses and many returned to work; however, many workers did not return due to concerns over COVID infection as well as the benefits they received staying at home. Many businesses closed permanently due to the duration of the shutdown and others were not able to rehire enough workers to reopen or reopen fully. As a result, Rapid Response services continued to be provided even when businesses were beginning to reopen. Layoffs have significantly declined since the reopening of businesses; however, the VWDB continues to monitor the labor market very closely. The uncertain economy and rising cost of doing business is leading to hiring freezes and slowdowns to prepare for potentially worsening conditions. While some companies declined as a result of the shutdown, other businesses such as big tech, thrived. However, most recently, big tech companies have announced layoffs to trim the extra staff hired during the shutdown expansions. The impact to other related businesses is yet to be determined and the VWDB is preparing for any layoffs that may occur in the Verdugo region.

Rapid Response staff coordinate services with statewide rapid response activities by participating in quarterly meetings held. Staff have hosted the in-person meetings in the past and will continue to support the meetings in the future. The meetings now occur virtually and staff continue to participate to network with other service providers and to understand the statewide activities including layoffs that occur in an industry that impacts business throughout the state such as the airline industry.

D. Adult and Dislocated Worker Activities and Targeted Populations

The VWDB oversees the full-service VJC located in the City of Glendale as well as Job Connect, the affiliate center located in the City of Burbank. Job Connect expands access

to residents of Burbank as well as residents in the surrounding area who may find the affiliate site a more convenient location. As an affiliate site, it is co-located in the public library and offers Universal Access Services, Rapid Response and Business Services. It is electronically connected to all the public libraries in the City of Burbank, increasing access to services throughout the community. Job Connect also serves as an on ramp to the VJC for comprehensive services, training and career pathways. VJC staff are outstationed at Job Connect for training enrollments and for the convenience of customers. Prior to the pandemic, the VJC was outstationed at Job Connect at least once per month; however, with all services converted to electronic means during the pandemic shutdown, co-location temporarily ceased. While VJC can be available to resume co-location, most job seekers continue to prefer virtual services. Therefore, most training enrollments continue to occur electronically. The partnership with the City of Burbank and Job Connect is demonstrated through the Annual Veteran's Job Fair which is held every March. The event includes the VWDB and VJC staff as well as EDD to coordinate and host the job fair which typically brings together more than 75 hiring employers and 200 job seekers.

In addition to Job Connect, the VJC staff are outstationed at GCC and Burbank Adult School to outreach students who need assistance. Due to the pandemic, the VJC has established a virtual system to connect with students and provide them with orientations to the services available including all virtual services. The VJC is developing customized workshops for special populations to increase outreach to individuals such as those receiving public assistance such as Greater Avenues for Independence (GAIN) and General Relief Opportunity for Work (GROW). Offering workshops to assist with resume writing and interviewing skills for example, introduces the VJC services to these special populations and encourages them to access additional services by enrolling in the program. This may also increase referrals from partners and other agencies once they become more familiar with VJC offerings. These virtual workshops can also be used with graduates from career pathways such as GCC's American Medical Assistant (AMA) program, to prepare them for their job search.

Through its comprehensive VJC, the VWDB provides the education and training necessary to create the competitive human capital required for business sustained growth and industry leadership. Based on its experience and business acumen, services are strategically developed to support the local business' visionary leadership, as well as the intelligent risk-taking needed to compete in the global marketplace today. The BioTechnology Technician Industry-Valued Credential (BioTC) project led by Grifols Biologicals, includes six additional BioScience companies, and is another example of how the VWDB and VJC support business. The six additional businesses include Gilead, Amgen, Takeda, Kite, Prolacta and Neutrogena, all who worked with Grifols and the rest of the team to develop the assessment instrument that is used to measure the competencies achieved by students graduating from any BioScience CTE program in the LA Basin. Moreover, these companies are at the forefront of developing vaccines and therapeutics to address the COVID-19 virus, making this project one of the most critical in workforce development today. Graduates who pass the assessment with a 70% score

or higher, earn a digital credential to confirm their competencies. All graduate who earn a credential, are guaranteed an interview by at least one of the seven companies.

The VJC is also partnering with Biocom Institute, a BioScience industry association, to connect recipients of the credential to the hundreds of members who are seeking BioTechnology Technicians. Using a web-based portal, the VJC, in partnership with Biocom, will match students with member companies, creating a centralized pool of qualified, credentialed candidates for hiring employers.

The BioTC Collaborative has achieved several goals including the overall goal to launch the first ever regional industry-valued credential in BioPharma/BioScience. Led by the President of Grifols and coordinated by the VWDB, the following accomplishments have been achieved to date:

- The BioTC Collaborative was established and includes the following partners: Grifols (Team Leader), VWDB (Project and Team Coordinator), Los Angeles Mission College (LAMC) serving as the hub for proctoring the assessment, Los Angeles Valley College (LAVC) supporting the hub, Biocom as the industry association with more than 300 BioScience employer members seeking qualified workers, and the VJC assisting with matching the credentialed job seekers with the employers. Partnerships were developed with the additional Bioscience companies that assisted with the development of the instrument and continue to provide input into the credentialing process: Amgen, Takeda, Gilead, Kite, Neutrogena and Prolacta.
- Monthly BioTC Collaborative meetings continue to be held to coordinate and implement the project. Meetings are led by Grifols and facilitated and coordinated by VWDB. Attendance is tracked for each meeting and minutes are documented.
- The BioTC assessment instrument was developed to measure skills sets and knowledge of students graduating from Biotechnology, Biomanufacturing, or related BioScience CTE programs. Students earning a passing score of 70% are issued the BioTC. Assessment instrument was designed in partnership with the seven companies to confirm the credential was industry recognized and valued.
- The Assessment Process was documented to be used as a guide by the team to implement the process. The document can also be used to replicate a credentialing process for other industries.
- The LAMC was established as the “hub” to administer the assessment to BioTC candidates. LAMC uses Proctorio to monitor the students during the virtual assessment and ensure integrity of the process. Student identification is checked prior to the start of the assessment and Proctorio allows the LAMC to monitor students if they leave their seat or try to use notes. Using the Learning Management System, Canvas, LAMC generates the BioTC, a digital badge, to students who earn a score of 70% or higher on the assessment.

- Biocom launched its Career Portal for job seekers and its employer member base to use and find qualified employees. Students that have earned the BioTC are referred to VJC for job matching. The VJC meets with each student and enters their resume into the career portal. Their resumes are flagged to show employers they have earned the credential and can prioritize these job seekers for interviews and hiring. The VJC serves as the central contact point for employers, coordinating interviews, coordinating on-the-job training opportunities as needed, and facilitating job placements.
- A college forum was held and attended by more than 30 BioScience instructors and staff. The forum provided a walk-through of the assessment instrument and credentialing process so they would be ready to refer their students to BioTC once they graduated from their respective programs. The referral process was also presented and the online registration link was provided.
- A full array of outreach and communication assets have been developed and have been disseminated electronically to instructors, businesses and other partners. These assets include: employer brochure, job seeker brochure, Body of Knowledge, Assessment Instrument sample, and social media postings.
- A Code of Ethical Conduct was developed to promote the integrity of the assessment process and professional behavior of those students earning the credential. All students must digitally sign the Code of Ethical Conduct at the time they register for the BioTC assessment.
- A BioTC website framework has been designed. The domain has been purchased and the website currently houses the registration landing page where students register for the assessment. The website is being built and is expected to be live by March 31, 2023.
- Assessment BETA Test was completed in October 2021. Seven students participated in the BETA Test and all earned their credential. Adjustments and improvements were made to the assessment process based on the BETA Test, in preparation for the future assessments to be conducted.
- A soft launch was implemented on November 18, 2021 with a total of 10 students registered for the assessment.
- A second college forum was held to update all BioScience instructors on the full launch of the assessment in January 2022.
- A focus group with the students completing the BETA test was coordinated by a sub-team of the BioTC Collaborative and held on December 15, 2021. The focus group allowed the sub-team to gather input on the students' experience going through the assessment process. Results were used to refine the process by adding additional information on the registration page and in the instructions given prior to administering the assessment.

- A ribbon cutting ceremony was held on March 7, 2022 at the Grifols facility and a press release was issued. This allowed the team to celebrate the herculean accomplishment for the region.
- The BioTC Collaborative provided technical assistance to instructors from community colleges with BioScience programs who want to align their curricula to meet the employer requirements and assist in preparing their students for the assessment: Citrus and Los Angeles Trade Technical College (LATTTC). The Collaborative has also provided technical assistance to four community colleges that are in the process of developing BioScience programs: Cerritos, Glendale, Compton, and Rio Hondo.
- The BioTC Collaborative coordinated and held a Business Forum on April 6, 2022 in order to update the business partners on the BioTC project and review the process for accessing the qualified pool of credentialed job candidates. Four BioTC business partners attended: Gilead, Amgen, Takeda, Prolacta; as well as two new business partners: Provivi and Thermo Fisher Scientific.
- A total of eight assessments have been held since December 2021 with a total of 75 registrations from students. However, only 61 completed the assessments and of these, 50 students earned a passing score and the BioTC. A total of 46 are full-time, permanently employed in training related occupations. Credentialed students who do not become employed are typically moving on to higher education and are not yet looking for employment. Other credentialed students who are in the labor force and not yet employed are receiving assistance from VJC. Those students who did not earn their credential are provided with counseling services and refreshers so they can register and try again. Each student is allowed a maximum of three attempts to earn the BioTC.

The VWDB identified five industries as its primary focus: Retail, Healthcare, Professional and Business Services (entertainment and digital media sectors), Information (communication and social media), and Manufacturing. The Manufacturing industry includes the BioScience sector, and is the foundation for the industry sector strategies and career pathways developed by the VWDB and VJC. Industry sector strategies and comprehensive career pathways are designed to meet the needs of Verdugo's target populations including ELL, individuals with low level of education and literacy skills, low income, people with disabilities, and veterans. By integrating education in technical training along with work-based learning, the comprehensive strategy addresses the key barriers that these individuals face when entering the workforce. Other industry sector strategies and comprehensive career pathways under development include:

Pre-Apprenticeship Project in Early Childhood Education (ECE): While Education is not one of the VWDB industries of focus, participant need drives this project. Participants training and looking for work continue to find quality childcare as one of the greatest barriers to employment and the VWDB is committed to addressing this challenge. The VWDB partnered with three employers: Pacific Health Clinics, Families Forward and Bright Minds, and developed a pre-apprenticeship approved by the Division of

Apprenticeship Standards (DAS). Targeting ELL and low income parents in the Head Start system, the pre-apprenticeship will generate new teacher aides for their head start and childcare programs. Los Angeles Mission College will provide the virtual technical training where the students will earn six units. Students will begin their paid work-based learning while attending classes and graduates will be hired by the three employers. The VWDB will continue to expand its employer base for this project to continue its pre-apprenticeship expansion. The first cohort will begin on February 6, 2023 and complete on June 2, 2023.

Pre-Apprenticeship in Food Manufacturing: Food manufacturing is a sector within BioScience and continues to be a growth sector in the Los Angeles Basin. During the pandemic shutdown, food manufacturing increased to ensure that all warehouses including Costco and Smart & Final were well stocked with food items and all hospitals and nursing facilities received prepared meals on time. Food manufacturers in Glendale were producing 5,000 meals per day to keep all residents fed during the shutdown. A pre-apprenticeship program for Data and Operations Manager has been developed in partnership with RxResearch and other food manufacturers in the Verdugo Region. A combination of classroom and work-based learning of 150 hours will prepare these participants to be hired by the companies. This program has been designed for ELL, low income, and people with disabilities. Pre-apprenticeship is expected to launch July 1, 2023.

VJC Basic and Individualized Career Services

The VJC Basic and Individualized Career Services are designed to address the barriers that Verdugo's target populations must overcome to successfully enter the workforce. To understand the most current challenges and barriers, the VWDB includes a discussion of current issues with partners and key stakeholders as part of its planning process. For this Local Plan Modification, the VWDB conducted and participated in public meetings beginning in October through December 2022 to gather input from the community regarding the needs of job seekers and employers that may seek workforce development services. This input is used to identify strategies, programs and services including industry sector strategies and career pathways that meet those identified needs. A summary of identified barriers and needs are depicted in Figure 4, Verdugo Community Challenges and Needs.

The challenges currently faced by job seekers are related to current economic conditions including the high inflation rate (7.1% in November according to Bureau of Labor Statistics), and the COVID-19 pandemic which continues to affect job seekers returning to training and the work environment. Job seekers continue to seek distance learning which limits their ability for hands-on labs. Job seekers are also preferring remote work or a hybrid model; however, manufacturing jobs which offer the more competitive salaries, also require hands-on full-time work in the facility. This dichotomy has made it more challenging for manufacturing employers to find and hire qualified candidates, and more challenging for job seekers to find higher paying jobs only working remotely. Further, programs such as Welfare to Work are not requiring recipients to participate in job

programs in order to receive their benefits, providing less motivation for recipients to participate in work programs.

Figure 4: Verdugo Community Challenges and Needs

Challenges & Barriers	
<ul style="list-style-type: none"> ▪ Lack of Technology: Hotspots ▪ Financial challenges due to inflation ▪ Fear of Public Transportation ▪ Unstable Lives/Changing Schedules ▪ Loss of Shelter/Homes ▪ Mental Health & Well Being Issues ▪ Fear of Going Back to Work/College ▪ Lack Work Experience ▪ Not Able to Establish Partnership with Students for Encouragement In-Person ▪ Language barriers ▪ Adults without diplomas/HSE ▪ Uncertain economic environment ▪ Uncertain educational levels resulting from lockdowns ▪ Continued pandemic cases and deaths ▪ Mismatch between skills of unemployed and skills in demand 	<ul style="list-style-type: none"> ▪ Housing ▪ Lack of support systems ▪ Access to nutrient dense food ▪ Limited access to healthcare ▪ Technology access ▪ Limited childcare/ECE slots in Glendale ▪ Limited access to infant care ▪ Mental health of parents and childcare ▪ Parenting skills ▪ Transportation ▪ Job seekers are seeking new careers and do not want to return to previous occupation ▪ Increase in retirees returning to the labor force to address increasing costs of living and face barriers due to their age ▪ Lack of technological skills for job seekers returning to work after almost three years of unemployment
Needs	
<ul style="list-style-type: none"> ▪ Supportive services that assist with living expenses, cost of gas/transportation, technology for distance learning ▪ Paid work-based learning to provide income during training ▪ Comprehensive career pathways that address educational and work experience needs ▪ Bridge programs that address educational gaps ▪ Hybrid opportunities for education and training: in-person and distance learning ▪ Continue co-enrollment with partners to access funding to meet student needs ▪ Continue building partnerships with emphasis on K-12 counselors to assist with referrals to adult education and workforce development ▪ Address mental health needs that are keeping individuals from returning to education and the workforce ▪ Reimagine workforce services to address job seeker demands for jobs: close to home, remote work, flexible hours, competitive wages. 	

The VJC Basic and Individualized Career Services (Figure 5) are extensive; however, the unique feature is the partnerships which are well integrated, and co-enrollment across partners, including non-WIOA funded partners, is a daily occurrence as opposed to an afterthought. We are one of two Workforce Boards in the state that enroll students who are funded with CAEP Grant funds into CalJOBS and co-enroll into WIOA as well. However, we are the only Workforce Board to enroll CAEP students into CalJOBS and provide services funded by CAEP and then co-enroll into WIOA as needed. This best practice is exemplified through our Verdugo CNC Machinist Academy.

Figure 5: Verdugo Jobs Center Basic and Individual Career Services

Basic Career Services	Individual Career Services
<ul style="list-style-type: none"> ▪ Outreach, intake, orientation ▪ Determination of eligibility for all AJCC programs ▪ Initial assessment of skills, aptitudes, abilities ▪ Labor Exchange Services ▪ Referrals to other programs & Services in the community ▪ Assistance in establishing eligibility for non-WIOA programs ▪ Labor Market Information ▪ Information on program cost ▪ Information on Supportive Services ▪ Unemployment insurance benefit information ▪ Virtual job seeker services: resume builder, interviewing, cover letter (CalJOBS) 	<ul style="list-style-type: none"> ▪ Comprehensive, specialized, diagnostic, objective assessments & in-depth interviewing ▪ Service/career plan development ▪ Group counseling ▪ Individual counseling ▪ Career planning ▪ Career exploration ▪ Short-term prevocational services ▪ Internships/ Work experience (WEX) ▪ Financial literacy ▪ Out-of-area job search ▪ Contextualized English language acquisition ▪ Citizenship (CAEP) ▪ Immigration/cultural workshops (CAEP) ▪ Work readiness workshops ▪ Guest speakers: employers

The CNC Machinist Academy was created in partnership with GCC, Department of Rehabilitation, and industry partners from the manufacturing industry. It is the first sector pathway designed for people with autism, providing training as CNC Machinists, and creating opportunities for them to enter manufacturing jobs with middle-skill and mid-level wages. These participants were assessed and enrolled in Career Training under WIOA by our VJC staff. VJC also enrolled the students into CAEP in CalJOBS to provide work readiness and basic education (technical math), and the Department of Rehabilitation enrolled the students under WIOA Title IV for job placement assistance. Students were also enrolled into WIOA Title I for OJT and retention services. Lanterman Regional Center provided in-class support to students who needed the intensive service in order to access the curricula, build friendships with other students, and ensure their success in the classroom. Therefore, these participants were enrolled in CAEP, WIOA Title I, WIOA Title IV, and Lanterman Act without duplication or supplanting of services, demonstrating the integration of services and braiding of resources. All partners worked together to provide a full-service package with wrap-around services, including co-case management, in a seamless manner. This level of partnering coordination comes through years of working together to ensure the seamless approach to providing exceptional services to customers.

The VJC was the first career services provider in California to be awarded funds by the Social Security Administration (SSA) and operate the Employment Network. Under this grant, the VJC provides and coordinates services to Social Security disability beneficiaries. This allows the VJC to provide these non-WIOA supplemental services to participants with disabilities. The VJC relies on WIOA and non-WIOA funds to service its targeted populations.

Our VJC BST was developed with our EDD partner to increase job opportunities for our participants as well as to serve the business community. The BST coordinates and implements more than 60 hiring events annually, participates in or hosts job fairs on a quarterly basis, staffs open positions for employers, and provides labor market

information in addition to other business services. All services are available virtually; however, in-person services continue to increase.

In 2016, the BST was recognized by the US Census for providing them with more qualified candidates than any other workforce development agency in California and this recognition continues each year. The BST was established under the Integrated Service Delivery (ISD) framework; however, the success of the team is due to the partnership developed over years of working together. With almost half of the VWDB staff having nine years' seniority or more, this consistency in staffing allows for successful partnerships to be developed and maintained. The BST is in the process of expanding by adding additional MOU partners to the team and enhancing its business services strategy to address current challenges including the impact of the pandemic.

The VJC has also developed and maintained strong partnerships with our K-12 education partners. This partnership is now integrated with our Verdugo School to Career Coalition (VSTCC) for a focused effort on transitioning high school students to higher education or career pathways. Several goals and objectives define the VSTCC's efforts, including: development of dual-enrollment plans between the local community college and the two school districts in the VWDA; skill competency mapping for target occupations; and industry definition of high-growth career pathways such as Digital Media and Digital Manufacturing. Industry partners in Digital Media included: Warner Bros Entertainment, Inc., Nickelodeon, Cartoon Network Studios, The Motion Picture Editors Guild, and The Art Director's Guild.

Integrated Career Pathways is a success model for the VWDB and VJC that has been featured in several conferences. Integrated Career Pathways begin with the employer partnership to identify human capital needs. Skills and competencies are defined in partnership with our community college partner and the technical training is designed with the employers. Because of the VWDB target populations, VESL, ABE and ASE are infused in the technical training curriculum. Technical training includes certificated programs for immediate employment preparation as well as stackable credentialed programs for advanced training or higher education. The industry-valued credential is developed and incorporated for graduates to ensure skills and competencies have been achieved.

Work-based learning is also incorporated for students to apply their newly acquired skills in the workforce environment, while continuing to develop those skills with training and guidance from the employer. Work-based learning is paid time to allow students to begin earning as soon as possible, contributing to program retention and success. Transition assistance and support is provided to enter permanent full-time employment and continues to ensure job retention and higher education goals are achieved. Case management and supportive services are provided throughout the enrollment to assist with retention and transitions. This strategy is based on the model implemented for the CNC Machinist Academy which combines adult education with technical training, work-based learning and job placement to complete the career pathway. The design of the pathway and the target population assists the VJC in identifying the partners that need to

be brought in for co-enrollment of participants enrolled in the career pathway. This model was used to design and develop the Verdugo Comprehensive Career Pathways infrastructure (Figure 3).

The VWDB is a recognized force in the sector initiatives and career pathways of the VWDA; however, this recognition is due to the delivery of services from the VJC staff who have the expertise to carry out the vision and leadership of the VWDB. The professionalism of VJC staff has never been more challenged than the most recent emergency event as a result of the COVID-19 pandemic. The VJC converted all services to a virtual platform in a week to continue providing services during the Governor's Shelter in Place Order. Not only did the VJC staff convert services and required forms to a virtual format, but also became digital literacy instructors to their participants to walk them through accessing services from their technology devices. Providing technology support became a daily task for staff as they assisted participants in troubleshooting any problems they were experiencing with their devices. The VJC staff not only rose to the challenge but without hesitation, provided immediate intervention and developed innovative approaches to providing services under the most difficult times.

Innovative approaches developed by VJC staff include the complete reimagining of the intake process to expedite the determination of eligibility, enrollment into career services, and issuance of supportive services. VJC immediately converted to an online application process, adopting a pre-application strategy to expedite eligibility determination, implementing Adobe-Sign for electronic signatures, and adopting the system capability for participants to upload identification and other backup documentation to process enrollments.

Since its reopening in November 2021, the VJC also redesigned its intake process for walk-ins to more effectively capture information immediately from visitors. New clients that walk in, are asked to either scan a QR code at the entrance and complete a "contact form" or they can use a PC at the front to complete the form. The initial assessment is completed to determine any urgent needs to address or appropriate internal or external referrals provided. For those that would like to meet with a Career Counselor or interested in enrollment, are assigned to a case manager. While clients are advised that it may take 3-5 days for connection and appointment, it is typically accomplished the same day. The contact form is used to determine the appropriate case manager to assign. The case manager immediately sends a welcome email and instructions for determining eligibility including the backup documentation needed and starts the conversation of their needs to determine services needed. While some clients do complete the intake process using 100% virtual and love it, some use a hybrid approach where they see the case manager in person for counseling services, but all documents are completed and submitted online. For walk-ins that need immediate attention or a high priority population such as veterans or people with disabilities, case managers are available to see them immediately to address needs and many use virtual services for follow up. All walk-ins, however, use the QR code and complete the contact form to provide the staff with hard data on the number and types of walk-in customers, their initial needs and other pertinent data points for tracking and reporting.

In addition, VJC expanded its Continuity Policy, approved by the VWDB, to include reimbursements for living expenses during emergency events, as allowed under WIOA, including: rent or mortgage, utilities, car payments, medical expenses, and the purchase of technology and hotspots to access workforce and education services. Supportive services were a welcome relief for workers affected by the pandemic, in particular, those who experienced extensive delays in the issuance of unemployment insurance benefits. These VJC innovations are driven by customer-focused staff anticipating the needs of participants and implementing immediate changes to processes, policies, and procedures to address those needs.

E. Youth Workforce Investment Activities

The VWDB assumes the role of a catalyst to increase partnerships between our youth workforce development activities with the business community and ensure we create the competitive workforce of the future. Youth service offerings (Figure 5) parallel those for adults in that they also focus on education and training to build a competitive workforce and are funded through WIOA as well as non-WIOA sources. The immediate goals for youth (ages 14 to 24) customers are to provide services that will assist them in completing their education and earn their diploma, whether it is remaining in school or returning to school. Services to transition youth to higher education is also a goal. For the older youth, the goal may be employment. Work experience is a primary service for our youth customers who have little to no work history. WEX provides 200 hours of paid work experience with a local employer to build a work history and introduce them to the world of work.

Figure 5: VJC Service Offerings: Youth Customers

Work Preparation	Training	Earn & Learn & Employment Assistance
<ul style="list-style-type: none"> ▪ Career Assessment ▪ Career Exploration ▪ Job Readiness Workshops ▪ Mentoring ▪ Counseling ▪ Supportive Services ▪ Life Skills ▪ Financial Literacy 	<ul style="list-style-type: none"> ▪ Customer Service Training ▪ Vocational Education ▪ WASC Accredited Degree ▪ Vocational Training ▪ Diploma and Equivalency preparation ▪ Digital Literacy and Fluency 	<ul style="list-style-type: none"> ▪ Paid Work Experience ▪ On-the-Job Training ▪ Job Placement Assistance

Youth workforce development activities (Figure 5) continue to be expanded to bring innovative services to our young customers. Youth services are designed to meet the needs of our youth with multiple barriers including: foster, adjudicated, pregnant or parenting, homeless, disconnected, low-income and youth with disabilities. As services continue to be provided virtually, youth are trained by their Case Managers on completing the electronic forms and using virtual platforms to access services including work readiness training. Interviews for WEX are conducted virtually by employers and youth must be fluent in the various platforms to be able to participate in the interviews. Trainings are offered by Case Managers on an individual basis and in small groups as distance

learning. While virtual services are still being offered, GYA is now able to meet in person and provide one-on-one assistance to better serve the needs of the youth.

The VWDB and its youth service provider, GYA, have developed strong partnerships with local school districts to ensure at-risk youth are identified and services are provided before they become disconnected. For example, youth staff provide transition assistance for students referred to GCC for credit recovery to ensure they enroll. Glendale Unified School District (GUSD) refers the students to GCC and GCC receives the referral information. Prior to the pandemic, youth staff were outstationed at GCC once per week to introduce youth to WEX which is a motivator for completing their studies towards a diploma or equivalent. While youth staff were not co-located during the shutdown, GCC is now opening up their campus again and GYA will soon be back onsite to outreach to students on the Garfield adult education campus. Key to reaching Disconnected Youth is our partnerships with GCC as well as other partners including: GUSD; Burbank Unified School District (BUSD); Burbank Adult School; the Cities of Burbank, Glendale and La Cañada Flintridge, and local homeless & foster care agencies.

The VWDB's Youth Program has been designed to meet the needs and expectations of youth and young adults. Once participants are assessed and Individual Service Strategies (ISS) are developed, participants enter preparation which may include leadership, entrepreneurship, hospitality, and work readiness. Participants may enter a career pathway, CTE, or diploma or High School Equivalence (HiSET) preparation, as identified in their ISS. Young adults are co-enrolled into WIOA Adult program as appropriate. WEX is provided either concurrently or following training. All youth receive intensive case management and supportive services based on need. Specific initiatives have been designed that incorporate the youth services and add innovative strategies as follows:

- 1) ***The Employment Incentive Program (EIP):*** The EIP serves Disconnected Youth ages 18-24. Youth are placed primarily in private businesses to gain the skills and experience needed to climb the career ladder within a company. The program pays for the initial 200 hours of work as an incentive for the employer to hire the youth.
- 2) ***Training and Employment Program (TEAM):*** The TEAM program is designed for young adults to gain leadership experience and learn to meet workplace expectations to prepare for the real world. Youth ages 14-21 gain the skills and experience needed to obtain permanent employment and/or continue post-secondary education. Funding is provided by WIOA In School Youth.
- 3) ***Innovative WEX:*** Two programs are offered that increase the number of youth we are able to serve because the programs are self-sustaining and therefore, do not require WIOA funding. ***Glendale Youth Employment Partnership (GYEP):*** The GYEP consists of supervised teams of youth ages 14 to 24 that perform hillside brush clearance on private properties for a fee. Teams are comprised of both male and female youth, promoting non-traditional occupations. ***Glendale's Resource for Employment and Training (GREAT):*** Youth can also be placed in GREAT career exploration jobs where the wages are paid by the business that hires them. The goal

of the program is to allow employers to invest in their future workforce while providing youth opportunities with work experience to obtain permanent employment.

- 4) **WEX for Youth with Disabilities:** Another innovative WEX program is the Student Training and Employment Program (STEP). The STEP project provides job preparation training, including job exploration, workplace readiness skills training, and work-based learning experiences through summer work experience, to students with disabilities. The overall goal of STEP is to increase services provided to students with disabilities.
- 5) **LA County Youth@Work:** The LA County Youth@Work program, otherwise known as the Summer Youth Employment Program, employs approximately 150 youth each year between the ages of 14 and 24. The Youth@Work program brings together five funding sources to serve special populations consisting of: CalWORKS youth, youth in foster care; youth involved in Juvenile Justice Crime Prevention (JJCP), which includes probation youth at the juvenile halls; System Involved Youth (SIY); and Other Underserved Youth (OUY).
- 6) **Dignity Health – the Cultural Trauma and Mental Health Resiliency Project:** GYA, in partnership GUSD, was awarded a grant through Dignity Health to provide mental health first aid training and suicide prevention training to individuals that work directly with youth. During the past three years, through this grant, over 500 community members received training including teachers, school staff, nonprofit organizations, and other community members. All GYA staff (100%) participated in the trainings as well and are now prepared to meet the needs of our youth in the most desperate of cases, including trauma-exposed youth.
- 7) **Kaiser Permanente Intense Case Management:** GYA received grant funding from Kaiser Permanente Foundation in Los Angeles to evaluate the mental, emotional, and physical well-being of clients served and refer them to appropriate services.

Due to the increased number of homeless youth and the lack of services in our community, GYA applied for two grants to serve homeless youth with transitional housing.

- 8) **Homeless Housing Assistance Program (HHAP):** The HHAP program allows GYA to offer much needed hotel vouchers to the youth participants that are homeless or on the verge of homelessness. GYA will provide a minimum of one night to 30 nights of hotel stay as a means of providing emergency housing while they work closely with the youth participant to find employment and connect them to the needed services to transition to permanent housing.
- 9) **United Way Emergency Shelter and Food Program:** This program expands the number of nights a homeless youth can stay in a hotel/motel by allowing each youth to stay up to 60 nights while they work closely with the youth to find permanent housing, employment and other resources.

- 10) **Low Income Employment and Rental Assistance Program (LIFERAP):** LIFERAP provides housing and employment assistance to low income families for a 12-month period. The program will operate in three phases serving a total of 100 families. Each family will receive 12 months of rent subsidy, case management and wrap around services, while they work towards their individualized set goals to improve their quality of life.
- 11) **California Emergency Relief Aid Program (CERAP):** – GYA staff held 1,800 appointments assisting families affected by Covid 19 to apply for rent and utility assistance relief through the State's Housing Is Key website. The average assistance received per family thus far has been \$16,500.

F. Entity Responsible for the Disbursal of Funds

The Verdugo Consortium, consisting of the cities of Burbank, Glendale, and La Cañada Flintridge, was formed under a joint powers agreement (JPA). The JPA, signed by the three cities, appoints the City of Glendale as the administrative entity for the Consortium. As the administrative entity, the City of Glendale, on behalf of the Consortium and VWDB, is responsible for the dispersal of grant funds.

The VWDB and all staff follow the **Purchasing Policy 3-11: Procedures, PCards, Contracts and PSAs** set forth by the City of Glendale, as the administrative entity. The Purchasing Policy and its procedures follow all Office of Management and Budget (OMB) regulations as well as Uniform Guidance and Code of Federal Regulations (CFR) related to micro-purchases, small purchases, and competitive procurement requirements. As such, the policy is also in alignment with WIOA procurement regulations set forth by EDD and the Department of Labor (DOL). While OMB allows for small purchases, the City requires that all contracts up to \$49,999 be signed by the Director of the Community Services & Parks Department, all contracts \$50,000 to \$149,000 are signed by the City Manager, and contracts over the \$150,000 threshold require City Council approval. A stringent Request for Proposal (RFP) process is used to ensure open and competitive bids, as required based on the service being procured and the funding amount to be awarded. To ensure objectivity, a panel of reviewers is used when selecting our youth vendor that typically includes VWDB members and may include external reviewers as well.

All RFP's are approved by the VWDB for release in a public meeting and are published widely to ensure an open and competitive process. The RFP documents are reviewed and approved by the City Attorney prior to their release to ensure compliance with all applicable federal, state and local regulations. The evaluation process and rating or scoring rubric for the bids, as well as the grievance procedure, is delineated in the RFP for transparency. All documents are filed and available for review during monitorings and audits.

G. Selection of AJCC One-Stop Operator and Career Services Provider

- 1) **Selection of AJCC One-Stop Operator:** The VWDB releases the RFP for the OSO services every three years. The OSO contract delineates the role and responsibilities as outlined in the EDD Workforce Services Directive (WSD 16-14). In accordance to WSD 16-14, the contract describes the OSO's responsibility for coordinating service delivery among all AJCC partners and service providers within the VWDA. By having the OSO act as the local service delivery coordinator, the VWDB can focus on strategic planning, oversight, policy development and creating partnerships at the local and regional level. The contract also describes the role of the OSO as follows:
 - a) Coordinating the service delivery of required AJCC partners and service providers.
 - b) Ensuring the implementation of partner responsibilities and contributions agreed upon in Memorandums of Understanding - Phase I and Phase II.
 - c) Reporting to the VWDB on operations, performance, and continuous improvement recommendations.
 - d) Implementing policies established by the VWDB.
 - e) Adhering to all applicable federal and state guidance.

The OSO selection process is conducted through an open and competitive RFP process. All procurement regulations and requirements are maintained during this process including the City of Glendale's Procurement Policy, EDD Directive (WSD 12-10) and the Office of Management and Budget's Uniform Guidance (§200.318-200.326) and Code of Federal Regulations (2 CFR 200).

2) **Selection of Career Services Provider:**

The VWDB conducts a thorough analysis every three years to determine if it should procure its Adult and Dislocated Worker career services provider or submit an application to the Governor for approval to continue as the career services provider. As with all decision-making for the Verdugo workforce development system, the VWDB uses data and analysis as the basis for determining whether to continue as the career services provider or procure the service in an open and competitive bid process.

The VWDB examines two areas:

- a) **Efficiency:** The possibility that there may be cost savings if a competitive bidder can provide services at a lower cost.
- b) **Firewall:** Using a service provider increases the firewall between VWDB and Operations. This increases transparency and integrity.

Based on these two areas, the VWDB examines data and information to determine the cost effectiveness of providing its own career services or procuring the service. In its research, the VWDB determined that the support from the City of Glendale for indirect

costs including Human Resources (HR), IT Support, staff training, and many other functions, makes it difficult for another provider to compete with a lower bid.

As the administrative entity, the City of Glendale has proven procedures that maintain the firewall between the VWDB and operations. The City of Glendale has direct access to financials system and follows stringent separation of duties responsibilities to ensure integrity. The City conducts annual internal and external audits in addition to the VWDB monitorings to ensure firewalls are maintained. The VWDB also has a comprehensive Conflict of Interest Policy in place that has been reviewed by legal counsel to ensure compliance with all applicable regulations and requirements.

In addition to the two areas, the VWDB also considers the VJC's history of performance excellence and recognition of innovative programs prior to making its decision. The final documents reviewed are the letters of support from participants, businesses, partners, and elected officials that support the application.

The VWDB dedicates an entire public meeting or schedules a special public meeting to review and analyze data and information. All areas are fully examined with multiple factors considered, supported by data, prior to making the decision. Following this process ensures that the VWDB will be confident in its decision and application that is submitted to the Governor for approval.

VI. STAKEHOLDER AND COMMUNITY ENGAGEMENT

A. Public Meetings and Comments

The VWDB gathered input from customers, partners and stakeholders through public meetings and incorporated input into the Local Plan. The summary of community engagement is included in Appendix 1. Due to the challenges faced with the prolonged and continuing pandemic, stakeholders and partners continue to prefer virtual meetings. Virtual meetings also allow for stakeholders and partner staff to participate as they continue to work remotely.

Partners continue to work with skeletal staff, making it difficult to participate in additional meetings. Therefore, the VWDB capitalized on already scheduled public meetings rather than creating new ones. The VWDB presented and gathered input at the following public meetings: VWDB monthly Executive Committee Meeting and Quarterly VWDB Meeting, AJCC MOU Quarterly Partner meeting, the BioTechnology Credential Team monthly meeting, and the CAEP monthly meetings. Other community meetings used to gather input: the City of Glendale's CoC planning meeting for serving the homeless population in the City and the ECE business and industry planning meeting. Individual meetings with representatives from business, participants, and labor unions were also held to ensure feedback was gathered regarding their workforce and member needs. The VWDB was able to gather input from a wide range of stakeholders during these meeting.

The draft Local Plan was also released for public review and comment for 30 days. The electronic document was emailed to all partners, VWDB member, and other key stakeholders. The document was posted on the VWDB website, City websites, GlendaleLEARNs website, as well as partner websites. Presentations were also conducted in scheduled public meetings to gather additional feedback as well as any expressed concerns or disagreements. For example, a presentation was conducted at the VWDB's Executive Committee Monthly Meeting to walk through the Local and Regional Plan elements and gather feedback. A walk-through presentation was also conducted at the monthly GlendaleLEARNs public meeting which includes education, workforce and community services partners. A summary of the feedback received from stakeholders is provided in Appendix 2: Public Comments.



APPENDIX



APPENDIX 1: STAKEHOLDER AND COMMUNITY ENGAGEMENT SUMMARY

ATTACHMENT 2

Stakeholder and Community Engagement Summary Verdugo Workforce Development Board

The development of comprehensive Local and Regional Plans entails building broad and inclusive partnerships with regional and local entities in a variety of sectors. This includes engaging with employers, labor organizations, and community-based organizations, as well as WIOA core, required, and strategic program partners. This will ensure the inclusion of person-centered approaches to addressing multifaceted barriers to employment by utilizing input from the communities themselves.

Stakeholders participating in the planning processes should include, but are not limited to, employers, labor organizations, education partners, human services and housing partners, as well as community-based organizations that provide services to target populations such as: justice-involved, English language learners, refugees, immigrants, youth, older adults, veterans, people with disabilities, and any other entities supporting historically unserved or underserved communities.

Using the template below, Regional Planning Units and Local Workforce Development Boards should provide a detailed description of how meaningful stakeholder involvement and community engagement was achieved when developing the Regional and Local Plans. This summary should be included as an attachment to both the Regional and Local Plans.

Mode of Outreach	Target of Outreach	Summary of Attendance	Comments
<ul style="list-style-type: none"> Email distribution lists Public notice Website posting 	<ul style="list-style-type: none"> Community partners AJCC partners Education partners Labor representatives Business representatives 	<ul style="list-style-type: none"> 10/12/22: 4 Business representatives; 2 Economic Development partners; 1 Labor representative; 1 Education representative Total stakeholder attendees: 8; Total in attendance: 17 	<ul style="list-style-type: none"> Dedicated quarterly Workforce Development Board public meeting to solicit input to Local and Regional Plan and walk-through economic landscape and jobs report. Minutes, agendas, and PowerPoint slides are available.
<ul style="list-style-type: none"> Email distribution lists Public notice Website posting 	<ul style="list-style-type: none"> All AJCC Partners 	<ul style="list-style-type: none"> 12/7/22: 9 partners attended. 	<ul style="list-style-type: none"> Dedicated Quarterly AJCC Partner public meeting to solicit input for Local and Regional Plans. Meeting Minutes, PowerPoint Slides, and Attendance sheet available.
<ul style="list-style-type: none"> Email 	<ul style="list-style-type: none"> ECE employers 	<ul style="list-style-type: none"> 10/27/22: 31 employer representatives; 6 non-profit organizations; VWDB 	<ul style="list-style-type: none"> Environmental scan of Glendale community, identification of community and childcare needs.

Mode of Outreach	Target of Outreach	Summary of Attendance	Comments
			Agenda and copy of Chat available.
<ul style="list-style-type: none"> Email distribution lists Website posting 	<ul style="list-style-type: none"> Adult education partners AJCC partners 	<ul style="list-style-type: none"> 10/20/2022: Total attendees: 12 11/17/2022: Total attendees: 9 	<ul style="list-style-type: none"> Dedicated monthly meeting for Adult Education Consortium, GlendaleLEARNS, to solicit input on Local and Regional Plans, from adult education, higher education, and community partners. Meetings are public and minutes, agenda, slide presentation are available.
<ul style="list-style-type: none"> Email distribution list 	<ul style="list-style-type: none"> Business partners Education partners Workforce partners 	<ul style="list-style-type: none"> 10/13/22: 3 community colleges; VWDB; Total attendees: 4; 11/10/22: 2 business representatives; 3 college representatives and VWDB for total of 6 attendees 	<ul style="list-style-type: none"> Dedicated monthly BioScience Team meeting to discuss Local and Regional Plans and solicit input relative to BioScience industry needs. Agenda, minutes available.

Local Board Record of Comments

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APPENDIX 3: SIGNATURE PAGE**SIGNATURE PAGE****Instructions**

The Local Board chairperson and local CEO must sign and date this form. Include the original signatures with the request.

By signing below, the local CEO and Local Board chair concur with the Local Workforce Development Plan Modification.

**Local Workforce Development Board
Chair****Local Chief Elected Official**

Signature

Signature

Name

Name

Chair

Title

Title

Date

Date